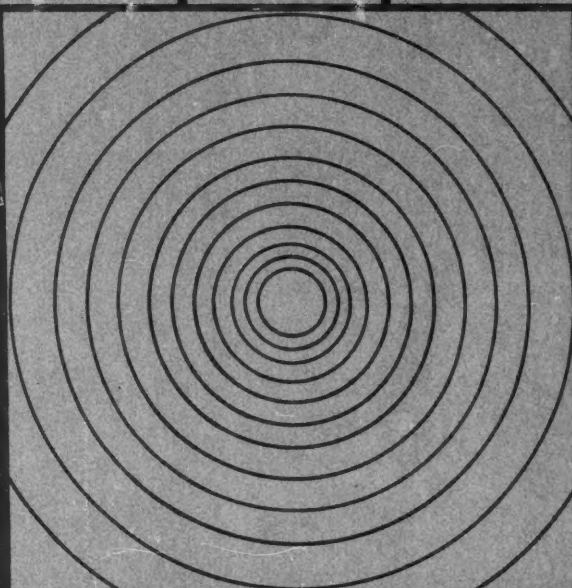


# Resources in Education

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INFORMATION CENTER

JULY 1981

VOLUME 16 • NUMBER 7



ED 198 244-199 375



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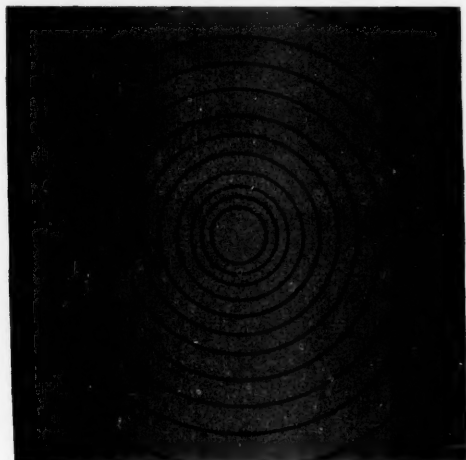
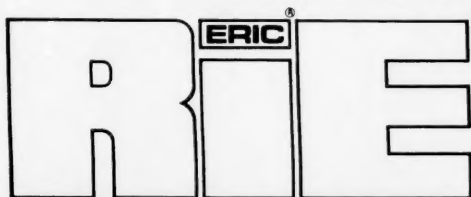
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# RESOURCES IN EDUCATION

ED 198 244-199 375

July 1981

Volume 16 • Number 7



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## Selected Acronyms

BT	—Broader Term
CH	—Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	—Compiler
DHEW	—Department of Health, Education, and Welfare
Ed.	—Editor
ED	—Accession Number Prefix (ERIC Document)
EDRS	—ERIC Document Reproduction Service
ERIC	—Educational Resources Information Center
GPO	—Government Printing Office
HC	—Hardcopy (i.e. reproduced paper copy)
MF	—Microfiche
NIE	—National Institute of Education
NT	—Narrower Term
OE	—Office of Education
PC	—Paper Copy
RIE	— <i>Resources in Education</i>
RT	—Related Term
SN	—Scope Note
UF	—Used For

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## Introduction

**Resources in Education (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor:** Educational Resources Information Center (ERIC)  
National Institute of Education (NIE)  
U.S. Department of Education  
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*ERIC Document*). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20014. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. The basic domestic annual subscription price is \$42.70 a year. Detailed subscription information appears on the inside front cover and on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



# ERIC Clearinghouse Publications

This page highlights the documents in this issue of RIE that are new ERIC publications prepared by the ERIC Clearinghouses. For each brief citation appearing here there is a full abstract appearing under the same ED number in the pages of RIE.

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, annotated bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the current needs of ERIC users. These products constitute new contributions to the literature by ERIC.

## Availability of Clearinghouse Publications

ERIC Information Analysis Products and other major publications are published by the individual ERIC Clearinghouses responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, they are announced in RIE or CIJE, as appropriate. If announced in RIE, they are contained in all ERIC microfiche collections and may be ordered individually in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Special collections of these Clearinghouse products are available from EDRS as follows:

1975-77	(574 documents)	\$114.00 (including postage)
1978	(211 documents)	\$ 40.95 (including postage)
1979	(159 documents)	\$ 29.15 (including postage)

## Citations (By Clearinghouse)

**ED 198 774** HE 013 547

*Harclooad, Fred F.*

**Accreditation: History, Process, and Problems.**  
AAHE-ERIC/Higher Education Research Report No. 6, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 60p.

**EDRS Price - MF01/PC03 Plus Postage.**

Alternate Availability—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers; quantity discounts).

**ED 198 982** RC 012 542

*Cornejo, Ricardo J. Cornejo, Luz O.*

**Theories and Research on Second Language Acquisition.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 101p.

**EDRS Price - MF01/PC05 Plus Postage.**

Alternate Availability—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 (\$9.55 ea., discounts on 20 or more).

**ED 199 002** RC 012 564

*Morris, Lynne Clemmons Morris, Judson Henry, Jr.*

**Meeting Educational Needs in Rural Communities Confronting Rapid Growth.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 55p.

**EDRS Price - MF01/PC03 Plus Postage.**

Alternate Availability—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 (\$7.55 ea., discounts on 20 or more).

**ED 199 053** SE 034 210

*Suydam, Marilyn N., Comp. Higgins, Jon L., Comp.*

**Especially for Teachers: ERIC Documents on the Teaching of Mathematics, 1966-80.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.; 223p.

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$6.00, \$1.50 extra for binder copy).

**ED 199 144** SO 013 200

*Stelzer, Leigh Banthin, Joanna*

**Teachers Have Rights, Too. What Educators Should Know About School Law.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Social Science Education Consortium, Inc., Boulder, Colo.; 176p.

**EDRS Price - MF01/PC08 Plus Postage.**

Alternate Availability—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (\$7.95).





## **DOCUMENT SECTION**

## SAMPLE RESUME ENTRY

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document.**

**ERIC Document Reproduction Service (EDRS) Availability** "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ED 654 321**

*Smith, John D. Johnson, Jane*

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25)

Language—English, French

**EDRS Price MF01/PC06 Plus Postage.**

**Pub Type—Dissertations/Theses (040)**

**Descriptors**—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

**Identifiers**—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

**Clearinghouse Accession Number.**

CE 123 456

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's Initials.**



## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility .....	1	JC—Junior Colleges .....	92
CE—Adult, Career, and Vocational Education .....	1	PS—Elementary and Early Childhood Education .....	103
CG—Counseling and Personnel Services .....	29	RC—Rural Education and Small Schools .....	112
CS—Reading and Communication Skills .....	39	SE—Science, Mathematics, and Environmental Education .....	124
EA—Educational Management .....	57	SO—Social Studies/Social Science Education .....	136
EC—Handicapped and Gifted Children .....	65	SP—Teacher Education .....	149
FL—Languages and Linguistics .....	71	TM—Tests, Measurement, and Evaluation .....	158
HE—Higher Education .....	78	UD—Urban Education .....	165
IR—Information Resources .....	86		

### AA

**ED 198 244** AA 001 087  
Resources in Education (RIE). Volume 16, Number 7.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 81

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$42.70 (Domestic), \$53.40 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Education, \*Indexes Identifiers—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

### CE

**ED 198 245** CE 026 254  
Levine, Jerrold M.

Trainability of Abilities. Final Report, March 15, 1977-March 15, 1980.

Advanced Research Resources Organization, Bethesda, Md.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ARRO-3010-FR

Pub Date—Jun 80

Contract—N00014-77-C-0268

Note—52p.; For related documents see ED 150 428, ED 167 840, and ED 183 954.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Ability, Educational Research, Feasibility Studies, Higher Education, Perceptual Development, Performance, \*Performance Factors, \*Sensory Training, Spatial Ability, \*Transfer of Training, Visualization, Visual Perception

A program investigated the feasibility of training selected abilities so as to facilitate transfer among tasks requiring these abilities and thus reduce training time and increase personnel flexibility. An extensive review of relevant literature was a first step in this investigation. Undergraduate college students were used as subjects in an initial and a follow-up study, both of which used experimental and control groups and a pretest/posttest experimental design. The first experiment examined the abilities of spatial scanning and flexibility of closure both for increase in the abilities as a result of training and for transfer of training to a criteria task requiring those abilities. Spatial scanning ability improved, flexibility of closure did not, and no transfer of training occurred. The second experiment attempted to train a single ability—spatial visualization—for transfer to two different criterion tasks. No improvement in spatial visualization could be inferred as a result of training, and no transfer of training occurred. Results suggested that (1) length and type of training may be critical factors, (2) some abilities may be more amenable to training than others, and (3) alternative training strategies should be considered. (YLB)

**ED 198 246** CE 026 385

Leske, Gary Frederickson, Steve

Needs Assessment for Vocational Education Administrators: An Evolving System for Staff Development Decision Making. Preliminary Report. Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.

Pub Date—May 79

Note—72p.; Some pages will not reproduce well due to small print. For a related document see CE 026 386.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Education, \*Administrator Evaluation, Administrator Qualifications, Feedback, Information Processing, Job Skills, Management Development, \*Material Development, \*Needs Assessment, Postsecondary Education, Secondary Education, \*Staff Development, Test Construction, \*Vocational Directors, Vocational Education

Identifiers—Minnesota

The goal of a project was to develop staff development needs assessment instruments and procedures to benefit practicing and pre-service vocational education administrators. The information provided would assist them in planning for and participating in self-improvement activities. The needs assessment instruments developed viewed the administrator in his/her position from three perspectives/domains: (1) content and application of a vocational education administrator knowledge base, (2) operation in terms of general administrative/managerial competencies, and (3) responsibility for and performance on specific administrative tasks. Instruments and processes were developed through an extensive literature review and work of two advisory committees made up of practicing vocational education administrators. During pilot testing, Minnesota secondary and post-secondary vocational education administrators administered the needs assessment to appropriate persons in their schools. A needs assessment feedback format was then developed which presented information by the three domains. Within each domain the individual administrator's information was presented in three stages: average ratings for specified areas in the domain, specific items selected for consideration as concerns and potential needs, and individual item ratings and parallel assessment average ratings. Appendixes include the needs assessment instruments and pilot test feedback format. (YLB)

**ED 198 247** CE 026 386

Leske, Gary Frederickson, Steve

Needs Assessment for Vocational Education Administrators: An Evolving System for Staff Development Decision Making. Field Test Report. Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date—Jun 80

Note—59p.; Not available in paper copy due to small print. For a related document see CE 026 385.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Education, \*Administrator Evaluation, Administrator Qualifications, Feedback, \*Field Tests, Information Processing, Job Skills, Management Development, \*Needs Assessment, Postsecondary Education, Secondary Education, \*Staff Development, \*Vocational Directors, \*Vocational Education

This report focuses on the field test initiated to substantiate the utility and application of previously developed staff development needs assessment instruments and their use. These instruments were intended for use by practicing and pre-service voca-

## 2 Document Resumes

tional education administrators. (A preliminary report documenting instrument design and development and pilot testing is available—see note.) Discussion concerns revisions suggested by pilot test participants, solicitation of field test participants (39 vocational education administrators), and feedback and followup. A section is devoted to development of a feedback format capable of providing summary information to the individual user. Appendixes, amounting to approximately two-thirds of the report, include (1) Staff Development Planning Sheet, (2) Staff Development Needs Assessment for Vocational Education Administrators Instruments, (3) Field Test Information Sheet and Questionnaires, (4) Sample Detailed Feedback Data, (5) Summary Feedback Information, (6) Summary Feedback Computation Rules and Guidelines, and (7) Field Test Feedback and Process Evaluation Form. (YLB)

**ED 198 248** **CE 026 606**

**Career Services for Adults: Worker Access to Educational Opportunities. Final Report, October 1, 1978-September 30, 1979.**  
College Entrance Examination Board, New York, N.Y. Future Directions for a Learning Society.  
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.  
Bureau No.—554AH80434  
Pub Date—79  
Grant—G007802020

Note—48p. For related documents see ED 163 226, ED 167 775, and ED 191 416.  
Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Access to Education, Adults, Career Education, \*Educational Opportunities, \*Employees, \*Information Centers, Information Needs, \*Information Services, Information Sources, \*Labor Education, Needs Assessment, \*Tuition Grants, Union Members.

A Project designed, demonstrated, and disseminated a Study Organizer Center (SOC) for United Auto Workers (UAW) employees. This SOC was to provide information and services to help the workers better understand their tuition refund program, formulate personal occupational objectives, and pursue their interest through existing educational opportunities in their communities. Seven major activities were carried out: establishment of a national advisory panel, selection of an SOC site, determination of employees' information needs, selection and training of study organizers, selection and preparation of resource materials, establishment of the SOC, and dissemination. In a three-month period two study organizers advised 148 blue collar and clerical workers; at the same time, 3,800 UAW members were reached by mail and through plant communications systems. (An evaluation report of the project is provided as an appendix. It presents analysis of the results of a six-question survey administered by telephone to forty-six employees of Mack Trucks, Incorporated, in Hagerstown, Maryland, to assess level of familiarity with worker eligibility rules as outlined by the Tuition Refund Program.) (YLB)

**ED 198 249** **CE 026 723**

**Feldbaum, Eleanor G. Levitt, Morris J.**  
**Public Policy and Planning for Nurse Education and Practice.**

Maryland Univ., College Park. Program of Health Services Delivery.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing; Maryland Univ., College Park. Computer Science Center.

Pub Date—80  
Note—142p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Affirmative Action, Blacks, Career Choice, Career Ladders, Collective Bargaining, Desegregation Effects, Employed Parents, Employer Employee Relationship, Employment Level, Employment Opportunities, \*Employment Patterns, Employment Practices, Employment Problems, Females, Full Time Equivalency, \*Futures (of Society), Income, Labor Force, Labor Relations, Labor Supply, Males, Needs, \*Nurses, Nursing, \*Nursing Education, Part Time Employment, Planning, Postsecondary Education, \*Professional Associations, \*Public Policy, Social Bias, Strikes, Unions, Whites

Identifiers—1985 Resolution (American Nurses Association)

This report focuses on nursing educational and practice issues that government officials may have to address in the near future. The report provides statistical information on nurses, compares statistics for white and black nurses, and recommends policies for the future. Data was gathered for the report during a three-year study of 5,175 registered nurses and 3,942 student nurses. The report is divided into six chapters. Chapter 1 looks at the supply of nurses and discusses the registered nurses' labor force participation and work patterns. Chapter 2 addresses the nurse maldistribution problem. It investigates nurses' working patterns in the inner city, rural areas, and in services to the elderly. Chapter 3 discusses the importance of government intervention for the racial and economic integration of the nursing corps. Chapter 4 concentrates on the "1985 Plan" for requiring baccalaureate degrees for all professional nurses. Chapter 5 discusses the nurses' collective action movement and their level of support for unionization and strikes; and the relationships among personal and educational background, work experience, career aspirations and orientation, and this support. Chapter 6 investigates who speaks for the working nurse. It examines the membership rates in professional associations and who participates in them. (KC)

**ED 198 250** **CE 026 901**

**Technical and Vocational Education in Asia and Oceania. Report of a Regional Seminar (Singapore, Malaysia, November 20-27, 1979).**

Colombo Plan Staff Coll., Singapore; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80  
Note—39p.

Pub Type—Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Vocational Education, Continuing Education, \*Curriculum Development, \*Developing Nations, Educational Administration, Educational Development, Educational Innovation, Educational Planning, \*Experiential Learning, National Programs, Postsecondary Education, Program Development, Program Implementation, \*Rural Development, Rural Education, Secondary Education, Seminars, \*Teacher Education, Technical Education, \*Vocational Education, Work Experience

This seminar report contains summaries of presentations as well as en re reports and addresses made at the Regional Seminar on Technical and Vocational Education in Asia and Oceania held in Singapore in November 1979. Chapter 1 summarizes the trends, problems, and innovations in technical and vocational education which were identified in presentations of country reports made by participants. Chapter 2 combines in one report the reports of the two working groups formed to discuss (1) planning, organization, and administration and (2) technical and substantive aspects of curriculum development and teacher education. Specific topics addressed include problems of implementation, teacher selection and development, and rural development. Chapter 3 sets forth the recommendations for consideration by government or educational agencies on issues at the national level (productive work—a learning experience involving actual work situations and technical and vocational education in rural areas) and at the regional level (development of a technical and vocational education system suited to needs and conditions). Annexes include the seminar agenda and three inaugural addresses. (YLB)

**ED 198 251** **CE 027 062**

**De Sanctis, Vincent Paulsmeier, David L.**  
**The National Advisory Council on Adult Education in ABE Policymaking.**

Pub Date—5 Nov 80  
Note—31p; Paper presented at the National Adult Education Annual Conference (St. Louis, MO, November 5, 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Organization, \*Adult Basic Education, Adult Educators, \*Advisory Committees, Agency Cooperation, \*Agency

Role, Attitudes, Bureaucracy, Educational Cooperation, \*Federal Government, Opinions, \*Policy Formation, Professional Associations, Public Agencies, Public Policy

Identifiers—\*National Advisory Council on Adult Education

A study was conducted to determine the perceived impact of the National Advisory Council on Adult Education on policy making in adult basic education (ABE), and incidentally, to examine the role of federal advisory committees. After a review of the literature, two questionnaires were developed and sent to past and present Council members and several categories of adult educators who were thought to be familiar with the Council's activities. These educators included state directors of adult education, professors of adult education, past presidents of several adult education professional associations, and members of the professional staff of the U.S. Office of Education's Division of Adult Education. In addition, some interviews were conducted. Analysis of the data generated indicates that division staff, state directors, and some professional groups are more likely to be familiar with the Council and rate the Council higher on its impact and the utility of its reports than some other groups or faculty members. The data show that constituents' perceptions form a clear-cut pattern: degree of familiarity with Council, utility of Council reports, and degree of Council impact. This pattern does not extend to include the same degree of agreement about characteristic functions of the Council. These findings suggest that an advisory council may be able to maintain support because of its constituents' familiarity with staff, purpose, and members rather than through its activities. (KC)

**ED 198 252** **CE 027 102**

**Evans, Rupert N.**  
**COVERD and Legislation for "Program Improvement and Supportive Services".**

Illinois Univ., Urbana.

Pub Date—8 Jan 79

Note—25p; Best copy available.

Pub Type—Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational History, \*Educational Research, Federal Aid, Federal Legislation, \*Federal Programs, \*Federal Regulation, Financial Support, Innovation, \*Program Effectiveness, Program Evaluation, Program Improvement, Research and Development Centers, Research Coordinating Units, Research Opportunities, \*Vocational Education

Identifiers—\*Committee on Vocational Educational R and D, National Academy of Sciences

Federal support for research in vocational education dates from the Smith-Hughes Act of 1917. However, only one substantial study of vocational education research has been undertaken. In 1974, the National Academy of Sciences-National Research Council was awarded funds from the Bureau of Occupational and Adult Education for a two-year examination of federally supported vocational education research undertaken during the preceding decade. An eleven-member Committee on Vocational Education Research and Development (COVERD) was chosen to provide policy guidance for the study. The conclusions and recommendations of the COVERD study fell into two groups: assessment of the administration of the research and development program and assessment of the products of vocational education research and development. In assessing products, COVERD concluded that vocational education research has (1) added to the body of knowledge about vocational education and its students, (2) has produced new programs and classroom techniques, and (3) has developed many curriculum materials which have been purchased by large numbers of people. Recommendations resulting from the COVERD report appear to have been a catalyst for change in the vocational education research and development process. Some changes, however, clearly went too far, and several changes which COVERD recommended have not been implemented. (LRA)

**ED 198 253** CE 027 131

**Military Curricula for Vocational and Technical Education, X-Ray Specialist, 10-16.**  
Department of the Army, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Aug 77

Note—1,591p. The reference manual for this course is available through loan. Contact Dr. Shirley Chase, The National Center Clearinghouse, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210; telephone (614) 486-3655.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF13/PC64 Plus Postage.

Descriptors—Allied Health Occupations, \*Allied Health Occupations Education, Allied Health Personnel, Course Content, Course Objectives, Curriculum Guides, Learning Activities, Lesson Plans, Postsecondary Education, Radiographers, \*Radiologic Technologists, \*Radiology, Technical Occupations, \*Vocational Education Identifiers—Military Curriculum Project

These instructor and student materials for a postsecondary course in radiography are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in civilian settings. This course is designed to provide a working knowledge of radiography that will enable students to perform basic radiographic examinations which meet the standards of the American Medical Association and to provide a quality radiograph to aid physicians in diagnosis. The course consists of five areas of instruction covering 388 hours. Instructional areas include (1) Anatomy and Physiology, (2) Radiographic Physics, (3) Radiographic Positioning, (4) Radiographic Positioning Laboratory, and (5) Special Radiographic Procedures and Techniques. Printed instructor materials include lesson plans and plans of instruction detailing the units of instruction, objectives, duration of lessons, and support materials needed. Student materials include two units of programmed instruction and student handouts. (A reference manual for this course—Radiologic Technology: AFM 160-30; TM 8-280; NAVMED P-5119 is available through loan.) (LRA)

**ED 198 254** CE 027 168

**Gernscheid, R. D.**  
A Summary Report of Work Experience Education Program Effectiveness and Organization.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Jun 80

Note—43p. Small type in tables will not reproduce well.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Attitudes, Cooperative Education, Experiential Learning, Job Training, On the Job Training, \*Participant Satisfaction, \*Program Effectiveness, Secondary Education, \*Student Attitudes, \*Teacher Attitudes, Vocational Education, Work Experience, \*Work Experience Programs Identifiers—Alberta

A study was designed to gather perceptual data from students, coordinators, and supervisors involved in work experience education in Alberta, Canada. Two questionnaires were designed by the researcher to obtain information on the priorities and the perceived attainment of benefits of work experience and on selected organizational variables (e.g., extent of formalization, intensity and reciprocity of the school/sponsor relationship, and the extent of program integration between school and sponsor). Among the findings resulting from the study was that all respondent groups rated the benefits of work experience education as important priorities. However, significant differences emerged between student and supervisor samples on three affective items: attitudes for successful job performance, development of personality and poise, and the value of staying in school for a longer period of time. In the cognitive area, the highest priority rating was given to learning useful skills on real jobs under actual working conditions. The lowest rating was awarded to learning the relationship between production and wages. Supervisors rated these priorities consistently higher than did students or coordinators, with some exceptions. (LRA)

**ED 198 255**

**White, James D.**

**Identification and Comparison of Factors Influencing Oklahoma Vocational Agriculture Instructors to Remain in the Profession.**

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.

Pub Date—May 79

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agricultural Education, Employment Patterns, Incentives, Secondary Education, State Surveys, \*Teacher Employment, \*Teacher Motivation, Teacher Recruitment, \*Teacher Shortage, Teacher Supply and Demand, Teaching (Occupation), \*Vocational Education, \*Vocational Education Teachers Identifiers—Oklahoma

A study was conducted to identify and compare factors influencing teachers of vocational agriculture to continue their careers in the teaching profession. The major data source for the study was a 74-item questionnaire which focused on selected variables identified in previous studies. Responses from 216 teachers (84 percent) were treated and presented in two groups (supervisory district and experience) and in a summary of statements classified as tangible or intangible. Findings indicated that the major reasons that teachers remain in the profession are Future Farmer of America and adult farmer organization activities and teaching situation. Community support was considered to be of great influence across all experience groups except teachers with 20-24 years of experience. Only six tangible factors were perceived as having great influence on teachers' decisions to remain in the profession, while 22 intangible factors were perceived as having great influence. Among the highest ranked intangible factors were (1) satisfaction experienced in helping others and (2) satisfaction and pride in student accomplishment. (The survey instrument is appended.) (LRA)

**ED 198 256** CE 027 567

**Orth, Mollie N. Russell, Jill Frymer**  
Curriculum Development Needs for Vocational Education: New and Changing Occupations.  
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498NH90003

Pub Date—Jan 80

Contract—300-78-0032

Note—134p. Best copy available. Some appendix materials will not reproduce well due to small, light print. For a related document see ED 180 170.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Vocational Education, Case Workers, \*Curriculum Development, Curriculum Evaluation, Curriculum Research, Data Processing Occupations, \*Educational Needs, Educational Policy, Education Work Relationship, Electronic Technicians, Futures (of Society), Housing, Lasers, Needs Assessment, \*Occupational Information, Occupational Surveys, Optics, Postsecondary Education, \*Research Methodology, Secondary Education, Urban Renewal Agencies, \*Vocational Education

Identifiers—\*Emerging Occupations, Energy Occupations, Optical Technicians, Tumor Registrars  
A study, described in this report, was conducted to provide information to national vocational education policy makers regarding curriculum development needs for selected new and changing occupations. The report also outlines a methodology for identifying new and changing occupations and assessing the need for curriculum development. Information was collected by (1) identifying new and changing occupations through data analysis; monitoring legislative, economic, technologic, and social trends; and communication with professional associations, special interest groups, and knowledgeable persons; (2) collecting occupational information for designated career fields; (3) locating curricula, civilian and military, currently available for training people in the new and changing occupations; and (4) assessing the gaps between training needed for new and changing occupations and the available curricula. New occupations identified by these methods include the fol-

lowing: case manager for the mentally disabled; housing rehabilitation specialists; laser/electro-optics technician, tumor registrar; and occupations related to energy and microprocessing. Each of these occupations or occupational areas are analyzed according to functions, duties, and specifications; education and training requirements; employment outlook; employment setting; career advancement opportunities; available curriculum and progress; and implications for curriculum development. (KC)

**ED 198 257**

## CE 027 624

**Katz, F. M. Snow, R.**

**Assessing Health Workers' Performance. A Manual for Training and Supervision. Public Health Papers No. 72.**

World Health Organization, Geneva (Switzerland). Report No.—ISBN-92-4-130072-8

Pub Date—80

Note—168p. Small print on several pages may be marginally legible.

Available from—WHO Publications Centre USA, 49 Sheridan Ave., Albany, NY 12210 (Write for price).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations Education, Allied Health Personnel, Check Lists, \*Evaluation Methods, Guidelines, \*Health Personnel, \*Job Performance, \*Measures (Individuals), Medical Education, Performance, \*Personnel Evaluation, Rating Scales, \*Student Evaluation, Test Construction

This manual is intended to assist teachers and supervisors by providing a set of guidelines on the design and use of methods for assessment of students' and health workers' performance. It is divided into two parts. Part 1 outlines a general approach to performance assessment, establishes a set of principles essential to the effective assessment of individual performance, and discusses current instruments or techniques that can be applied in assessment. In addition, it describes a sequential set of steps in preparing a performance assessment and follows this up with illustrations of two performance assessment procedures, concerned respectively with history-taking and blood pressure measurement. Part 2 provides some examples of instruments—mostly in the form of check-lists and rating scales—currently in use in several countries for the assessment of students' and health workers' performance. These are classified into three categories of functions or tasks: clinical proficiency, multiple tasks (comprehensive assessment), and specific tasks. Each instrument is preceded by a brief explanatory note containing this information: type of instrument, health care activity involved, category of health personnel, competencies assessed, specific abilities assessed, purpose of assessment, comments, and source of further information. (YLB)

**ED 198 258**

## CE 027 640

**Dugger, William E., Jr. And Others**

**Standards for Industrial Arts Program Project.**

Report of Survey Data. Revised.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—498AH80061

Pub Date—Sep 80

Contract—300-78-0565

Note—228p.

Pub Type—Numerical/Quantitative Data (110) — Reference Materials (130) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Data Analysis, Demonstration Programs, Educational Facilities, Educational Philosophy, \*Enrollment, Evaluation Criteria, Federal Aid, Financial Support, \*Industrial Arts, \*Industrial Arts Teachers, \*National Surveys, Program Effectiveness, \*Program Evaluation, Secondary Education, Standards, Student Characteristics, \*Student Organizations, Teacher Characteristics, Vocational Education

This report contains an analysis of data collected during Phase 1 (spring 1979) of a project to develop and validate standards for industrial arts education programs. These data detail responses to four instruments devised by the project to survey fifty-four state and territorial supervisors of industrial arts and



2,235 public school principals, industrial arts chairpersons, and guidance coordinators identified in three national samples. Chapter 1 is an introduction which overviews the project and describes the data collection process. The middle eight chapters describe survey findings divided into these major areas: (1) philosophical views, (2) instructional program for industrial arts education, (3) industrial arts students, (4) industrial arts student organizations, (5) teachers of industrial arts, (6) industrial arts facilities, (7) finance, and (8) evaluation in industrial arts education. Over 100 tables are provided. Chapter 10 provides a summary and cites implications. Appendixes include questions from surveys of secondary schools and state-territorial supervisors and additional data analyses. (YLB)

**ED 198 259** CE 027 693

McCray, Paul

**Suggested Guidelines for Evaluating Work Samples.**

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—Sep 80

Note—33p.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Vocational Education, Employment Opportunities, \*Guidelines, Media Selection, Postsecondary Education, Scoring, Secondary Education, Testing, \*Test Selection, Vocational Education, \*Vocational Rehabilitation, \*Work Sample Tests

Identifiers—Vocational Evaluation

This publication provides vocational evaluators with guidelines to help facilitate selection and purchase of work samples. It describes some of the essential elements of a well-constructed or "model" work sample (as defined in Vocational Evaluation and Work Adjustment Association [VEWAA]-Commission on Accreditation of Rehabilitation Facilities [CARF] Vocational Evaluation and Work Adjustment Standards with Interpretive Guidelines and VEWAA Glossary. Seven elements of the model work sample are discussed: (1) appropriateness to client population, (2) work sample purpose, (3) relationship to available labor/training market, (4) work sample orientation (job description and test information), (5) administration, (6) scoring, and (7) learning assessment. The appendix provides a checklist suitable for modification which can be used as a reference when evaluating a work sample. (YLB)

**ED 198 260** CE 027 761

Russell, Jill Frymier

**Implications of New and Changing Occupations for Instructional Development.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—96p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Curriculum Development, \*Demand Occupations, \*Educational Needs, Educational Planning, Educational Research, Employment Opportunities, Employment Projections, Labor Needs, Needs Assessment, \*Occupational Information, Occupational Surveys, Postsecondary Education, Secondary Education, Trend Analysis, \*Vocational Education

Identifiers—\*Emerging Occupations

A study was conducted to determine what occupations nationally are new and changing and if they need curriculum development at the vocational education level. The process used to conduct this study involved four steps: identifying new and changing occupations, collecting information about the occupations, locating available instructional materials, and assessing the need for curriculum development. Fifteen occupations were identified as either new or changing a great deal. Occupations that need curriculum development because very little if any instructional materials exist are catfish farm manager, computer drafting/graphics technician, and speech-

language hearing assistant. Occupations that have a partial need for curriculum development (portions of curricula may be available or a recombining of existing curricula may be needed) are cable television technician and aviation maintenance technician. Occupations that need to be observed closely because of their potential importance in the future include neurometrics technician, electromyography technician, hydroponic agriculture specialist, fiber optics technician, and personnel and labor relations specialist. Occupations that are changing and that may or may not have adequate curricula, but for which schools seem to need help in implementing programs, are locksmith, word processing specialist, and welder. (LRA)

**ED 198 261** CE 027 763

Lewis, Morgan V.

**An R & D Agenda to Respond to Future Needs in Vocational Education.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 80

Contract—300-78-0032

Note—61p.; For related documents see ED 182 493 and ED 195 825.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, \*Educational Development, \*Educational Needs, Educational Planning, Educational Research, Evaluation Needs, Futures (of Society), Information Needs, National Surveys, Needs Assessment, Postsecondary Education, \*Research Needs, Research Opportunities, Research Problems, School Business Relationship, Secondary Education, \*Technical Education, Technological Advancement, Trend Analysis, \*Vocational Education

This is the final report from a three-year project to develop and provide information to assist in setting national priorities for research and development in vocational education. The major objective of the third year was to obtain a more future-oriented perspective on needed research and development. To accomplish this objective, papers and proceedings from two conferences conducted by the National Center for Research in Vocational Education were analyzed to identify suggestions for research and development, and recommendations were obtained from a national panel of researchers and administrators. Among the findings was that all of these different sources agreed that in the 1980s vocational education will be a more diverse enterprise than it has been in the past. There are likely to be more older clients and proportionally more minorities and individuals who will need special services. Anticipated high rates of technological innovation and limited resources for modernization of equipment indicate that vocational education will have to cooperate much more with employers and other providers of training. (Appended material includes definitions of the fifteen general need areas and specific needs within each area identified in the first year of the study.) (LRA)

**ED 198 262** CE 027 764

Ruff, Richard D.

**A Study of State Level Administration of Vocational Education.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—138p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Administrator Attitudes, Administrator Characteristics, Demography, Discussion, \*Educational Improvement, Leadership, National Surveys, Postsecondary Education, \*Profiles, Questionnaires, \*School Districts, Secondary Education, State Agencies, \*State Departments of Education, Vocational Directors, \*Vocational Education

A study collected and analyzed information for use in improving the responsiveness of state agencies in carrying out their responsibilities in vocational education. Its basis was the position that the institutional leadership capacity of divisions of vo-

cational education substantially affects the dynamics of vocational education. The first of two major tasks—a series of sixty-four discussion sessions—involved 222 state and local education officials in nine states to obtain perceptions as to the organizational, economic, and political considerations related to improving the responsiveness of state vocational divisions. The second task—development of a demographic and professional profile of vocational state staff—was conducted by mailed survey questionnaire. Forty-eight states volunteered to participate; 1,819 state staff responded. Results indicated staff hired within the last four years tend to be younger and composed of a higher percentage of women, and a large percentage are new to their state agency and/or position. (Appendixes, amounting to over one-half of the report, include data for Task 2, survey instrument, and additional information concerning turnover patterns among state directors of vocational education.) (YLB)

**ED 198 263** CE 027 765

Budke, Wesley E.

**Vocational Education Program Improvement. A Summary of State-Administered Projects in FY 1980.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH900014

Pub Date—Jan 81

Contract—300-78-0032

Note—25p.; For a related document see ED 194 768.

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Development, Demonstration Programs, \*Educational Improvement, Educational Innovation, Educational Research, \*Federal Aid, Federal Legislation, \*Improvement Programs, Research Projects, \*State Programs, Statistical Data, \*Vocational Education

Identifiers—\*Education Amendments 1976

This report summarizes the 796 vocational education program improvement projects conducted during FY 1980 under the Education Amendments of 1976 (P. L. 94-485) with respect to location, funding levels, funding recipients, educational levels, problem areas, and outcomes. Projects reported include research, innovative and exemplary programs, and curriculum development activities. Data contained in six tables provide information on (1) state program improvement projects by state; (2) state program improvement projects by legislative section; (3) recipients of project funding; (4) target educational levels; (5) problem areas addressed by projects; and (6) products and outcomes of projects. Appended is a table of quantity and funding amount of projects by state and legislative section. The data for this report were compiled from descriptive abstracts provided by state research coordinating units and contained in the ERIC database. (LRA)

**ED 198 264** CE 027 830

Kincaid, J. Peter And Others

**Field Test of Guidelines for the Development of Memory Aids in Technical Training.**

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.—TAEG-TM-80-7

Pub Date—Dec 80

Note—40p.

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Guidelines, \*Instructional Materials, Learning Processes, Memorization, \*Military Training, \*Mnemonics, Performance Tests, \*Rote Learning, Seafarers, \*Teacher Developed Materials, \*Training Methods

Identifiers—Navy

A study was conducted to determine if Navy authors of instructional material could create effective memory aids for use in rote learning of material. A guidebook published by the Training Analysis and Evaluation Group was used in creating the memory aids. Navy school personnel used the guidebook to develop two training booklets incorporating memory aids. One booklet taught telephone codes for sound-powered phones to sailors in apprentice training school. The other booklet taught sailors how to recognize and respond to ten common navigation buoys. The booklets were evaluated in a classroom setting. Test scores for trainees who used

the memory aids were much higher than the scores of trainees who were taught in the traditional way; study time was reduced by half. In the case of buoys, the group taught using memory aids scored 93 percent on the test as compared to 51 percent for the group taught using the traditional technique. In the case of the phone circuit code names, the group taught using memory aids scored 84 percent on the test compared to 63 percent for the group taught using the traditional technique. The study further verified the widespread knowledge that memory aids are beneficial in increasing student performance in rote learning situations, and it demonstrated that given adequate guidelines, memory aids can be developed by school personnel who have not had previous training in this activity. (Author/KC)

**ED 198 265** CE 027 831

*Sekscenski, Edward S.*

**Multiple Jobholders in May 1979. Women's Share of Moonlighting Nearly Doubles During 1969-79. Special Labor Force Report 239.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Jan 81

Note—20p; Not available in paper copy due to small print.

Available from—U.S. Department of Labor, Bureau of Labor Statistics, Washington, DC 20212.

Journal Cit—Monthly Labor Review; p36-39, A1-A11 May 1980

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Collected Works - Series (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adults, Blacks, Career Education, \*Employed Women, \*Employment Patterns, \*Employment Statistics, Labor Force, Males, \*Multiple Employment, National Surveys, Occupations, Whites

Findings are presented from a May 1969 survey on the growing number of "moonlighters" in the work force: (1) one in twenty workers held more than one job during the survey week; (2) three of every ten multiple jobholders were women, nearly double the proportion of 1969; (3) the number of men with multiple jobs remained about the same; (4) the moonlighting rate for black men dropped more rapidly than that for white men; and (5) the rate for black women remained stationary, while that for white women rose sharply. Other findings include that public administration and agriculture and services were groups of industries employing large proportions of workers who moonlighted; second jobs were largely in agriculture, self-employment, and services; and farmers and farm managers and professional and technical workers reported higher moonlighting rates. These reasons for moonlighting are indicated: meeting regular expenses, saving for future, enjoying the work, paying off debts, getting experience. The following materials supplement the findings summary: an explanatory note on the survey methodology and twelve tables detailing personal characteristics, industry group and class of worker, occupation(s), and hours worked. (YLB)

**ED 198 266** CE 027 834

*Skinner, Gilbert H.*

**Training Needs Assessment for Criminal Justice Agencies.**

Michigan State Univ., East Lansing. School of Criminal Justice.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—Dec 80

Grant—J-LEAA-79-DX-AX-0086

Note—36p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Correctional Rehabilitation, \*Cost Effectiveness, Data Analysis, Evaluation Methods, Inservice Education, \*Job Analysis, \*Job Performance, \*Job Training, \*Needs Assessment, Parole Officers, \*Personnel Evaluation, Police, Police Education, Probation Officers

Identifiers—\*Criminal Justice

Intended to assist the criminal justice administrator in his/her analysis of how dollars are being spent for training, this monograph summarizes current thinking regarding training needs analysis. Chapter 1 briefly covers the purposes of needs assessment, the short versus long range perspectives, and job analysis. In chapter 2 some questions regarding performance are presented in a decision-tree fashion. Several alternatives to training are provided as solu-

tions to performance problems. The third chapter briefly describes the different needs determination methods, listing advantages and disadvantages of each. The final chapter discusses the concepts of needs analysis, data analysis, and cost/benefit analysis. (YLB)

**ED 198 267** CE 027 835

**Veterans' Rehabilitation and Education Amendments of 1980. Report of the Committee on Veterans' Affairs to Accompany H.R. 7394.**

Congress of the U.S., Washington, D.C. House.

Report No.—House-R-96-1154

Pub Date—80

Note—215p; Not available in paper copy due to marginal legibility.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Vocational Education, \*Disabilities, Educational Legislation, \*Employment Programs, Federal Aid, \*Federal Legislation, Postsecondary Education, Student Financial Aid, Training Allowances, \*Veterans, \*Veterans Education, \*Vocational Rehabilitation

Identifiers—\*Veterans Rehabilitation Education Amendments 1980, Veterans Vocational Rehabilitation Program

This report to accompany H.R. 7394, Veterans' Rehabilitation and Education Amendments of 1980, provides supplementary and support materials. It first summarizes and discusses the bill which would amend Title 38, U.S. Code, to revise the Veterans' Vocational Rehabilitation Program by (1) providing a 10% increase in rates of educational assistance under the GI Bill, (2) making certain improvements in the educational assistance programs for veterans and eligible survivors and dependents, (3) revising and expanding veterans' employment and training programs, and (4) providing certain cost-saving administrative provisions. Discussion of the eight titles of the bill follows. Other sections include oversight findings, and inflationary impact statement, discussion of cost, and budget statement. A section-by-section analysis of the bill is also provided. Thirteen reports from the Administration received by the Committee are presented. The report concludes with a copy of the existing law, Title 38, U.S. Code, showing changes made by H.R. 7394. (YLB)

**ED 198 268** CE 027 840

*Lindholm, Michael Jones, Roger C.*

**An Evaluation of Public School Participation in Comprehensive Employment and Training Act (CETA) Youth Programs in Utah's Bear River District.**

Bear River Association of Governments, Logan, Utah.

Pub Date—Dec 80

Note—97p; Not available in paper copy due to light, broken print.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Disadvantaged Youth, Dropout Prevention, Dropouts, Employee Attitudes, \*Employer Attitudes, Employment Opportunities, \*Employment Programs, Followup Studies, Grade Point Average, Graduate Surveys, High Schools, Job Skills, Personnel Evaluation, \*Program Effectiveness, Program Evaluation, School Districts, \*Student Attitudes, \*Youth Programs

Identifiers—\*Comprehensive Employment and Training Act, Utah

This study evaluated the effectiveness of school district participation in CETA (Comprehensive Employment and Training Act) youth programs in Box Elder and Cache Counties, Utah, as well as the overall effectiveness of CETA youth programs administered by the Bear River Association of Governments. For three years, the Bear River Association of Governments has provided funds for area high schools to hire counselors to identify CETA-eligible youth, assist Job Service in placing participants in an appropriate job, provide training in job-seeking and re-retention skills, provide career counseling and information, and general counseling to help the students complete high school. The association has also provided funds for follow-up of participating students and employers. The evaluation was conducted from five different data sources: (1) supervisor's evaluation of participant's job performance, (2) survey results from active CETA youth, (3) perceptions of former CETA partici-

pants, (4) comparison of CETA students with the general student population in terms of school dropout rate and grade point average, and (5) case histories of CETA youth. The study showed that the CETA program is a very effective tool in working with disadvantaged youth, tends to keep them in school, teaches them the duties and responsibilities of a job, improves attitudes, and in many cases, breaks the welfare cycle. Employers also were satisfied with the program. (KC)

**ED 198 269** CE 027 841

*Schieser, Hans A.*

**Challenges of Educating Today's Youth: Entry-Retention-Graduation. Career and Vocational Guidance and Development.**

Pub Date—79

Note—15p; Paper presented at the Midwest Regional Annual Meeting of the Society for Ethnic and Special Studies (St. Louis, MO, April 27, 1979); and at the National Conference of the Society for Ethnic and Special Studies (Los Angeles, CA, October 7, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Art Activities, Attitudes, Basic Skills, Career Choice, \*Career Development, Career Education, Career Exploration, \*Career Guidance, Competence, \*Educational Philosophy, \*Education Work Relationship, Elementary Secondary Education, Employment Qualifications, Foundations of Education, Interpersonal Competence, Job Skills, Mechanical Skills, Practical Arts, Psychology, Psychomotor Skills, Teacher Attitudes, \*Vocational Education, Work Attitudes, Work Experience Programs

Identifiers—\*Employability Development, Europe (West)

A large percentage of American youth enters the job market ill-prepared and lacking basic skills; the majority of our working population is not adequately prepared for the occupations in which they find themselves. Too many job changes, dissatisfaction, and a lack of systematic preparatory and continuing education have led to the productivity crisis in American industry. Taking a critical look at our career guidance and its underlying principles and comparing them to European practices points to the need for re-thinking our approach. In developing a basis for vocational choice, we need to start at the pre-school level and consistently aim at the development of skills, attitudes, and experiences for children throughout school, with emphasis on the practical. Even handicapped persons can be made employable, as the success of European schools shows. It is necessary to base a systematic career development program on psychological foundations, applying realistic concepts of work, human decision-making, and human nature. School curricula, from kindergarten through high school, should be grounded in the practical, letting students learn use of tools from early years in order to develop basic skills. Arts, crafts, and shop activities should be included for all students throughout their school years. (Author/KC)

**ED 198 270** CE 027 852

*Moody, Ferman B., Ed. Jordan, Joseph, Ed.*

**National Association for the Advancement of Black Americans in Vocational Education. NAA-BAVE Conference Proceedings, AVA Convention (Dallas, Texas, December 1-4, 1978).**

National Association for the Advancement of Black Americans in Vocational Education.

Pub Date—Jun 79

Note—98p; For a related document see ED 173 582.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Affirmative Action, \*Black Education, Black Influences, \*Blacks, Black Students, Civil Rights Legislation, Educational Legislation, Equal Education, On the Job Training, \*Participation, Policy, Racial Discrimination, Secondary Education, \*Vocational Education, Youth Programs

Identifiers—Bakke v Regents of University of California, Comprehensive Employment and Training Act, Florida (Miami), \*National Assn Advancement Black Americans Voc Educ, Office of Civil Rights Guidelines

These conference proceedings present an overview of significant activities that took place at the National Association for the Advancement of Black

Americans in Vocational Education (NAABAVE) forum during the American Vocational Association Convention in Dallas, December 1-4, 1978. The document is organized in two major sections: (1) the public hearing, with the theme "An Essential Beginning for Blacks in the Search for New Directions in Vocational Education," and (2) an overview of the business meeting. In the first section are these twelve presentations: The Birth of NAABAVE; Education for Everyone; An Overview of the Office of Civil Rights Guidelines for Vocational Education; The Involvement of Blacks in the Vocational Political Process; To Be Black and Qualified within Itself Is Not Enough; Implications of the Bakke Decision for Increasing Black Participation in Vocational Education; Increased Black Participation in Vocational Education Is a Must; Comprehensive Employment and Training Act Youth Programs in Miami, Florida; Realistic Parameters of Technical-Vocational Technical Training Programs within Affirmative Action Concepts; Remarks from the Executive Secretary; Remarks from the Deputy Commissioner; and the Presidential Address. The second section presents the minutes of the general business meeting, as well as reports from these Committees: Nominations; Program; Legislative; Research Development; and Evaluation; Public Relations; and NAABAVE. The financial statement is also provided. (YLB)

ED 198 271

CE 027 856

Jackson, Frances

**Experience Based Career Education: An Exemplary Program in Vocational Education. Final Report, September 1, 1976, to August 31, 1979.** Great Falls Public Schools, Mont.  
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH80036

Pub Date—17 Nov 80

Grant—G08-76-00112

Note—125p; Not available in paper copy due to poor print quality. For related documents see ED 134 843 and ED 151 507.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—\*Career Education, Career Exploration, Curriculum Design, \*Curriculum Development, Demonstration Programs, Education Work Relationship, Elementary Secondary Education, \*Experiential Learning, Learning Activities, Models, \*Program Effectiveness, Program Evaluation, \*Program Implementation, School Community Relationship, Staff Development, \*Vocational Education

**Identifiers**—\*Experience Based Career Education, Great Falls Public Schools MT

An exemplary experience-based career education (EBCE) program model was developed and implemented in the Great Falls, Montana, public schools during the period September, 1976, through August, 1979. The project met all expectations and exhibited national leadership. Program accomplishments included the following: (1) an executive intern program implemented; (2) new instructional units tested and integrated into the program; (3) statewide coordination with several agencies and CETA-funding established; (4) extensive curriculum material review program maintained; (5) related projects funded; (6) numerous community resource sites added; and (7) computer-based information support expanded and made fully operational. Conclusions derived from the three-year project are that experiential learning can accommodate the variance in student abilities in a public school setting; that traditional school curricula do not provide sufficient flexibility for full infusion of an EBCE model; that EBCE counseling functions must be improved; and that administrative support and systematic development are essential pre-conditions for achieving change in classroom procedures. For future EBCE projects, it was recommended that alternative solutions to problem areas such as counseling and transportation be explored; that the differences between career, vocational, and general education be narrowed; and that current career education programs be made more congruent with findings of national studies. (Sample learning activities are included.) (KC)

ED 198 272

CE 027 866

Gugerty, John, Comp. And Others

**Tools, Equipment, and Machinery Adapted for the Vocational Education and Employment of Handicapped People.**

Indianhead Vocational, Technical and Adult Education District, Shell Lake, Wis.; Wisconsin Univ., Madison. Wisconsin Vocational Studies Center. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498MH90006

Pub Date—Jan 81

Contract—300-79-00380

Note—756p; Photographs will not reproduce well. Available from—Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 265 Educational Sciences Bldg., Madison, WI 53706 (\$30.00; Wisconsin residents add 4% sales tax).

Pub Type—Guides—Non-Classroom (055)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF04/PC31 Plus Postage.

**Descriptors**—Catalogs, \*Disabilities, \*Educational Equipment, Employment, Equipment, Equipment Utilization, \*Hand Tools, Hearing Impairments, \*Machine Tools, \*Mechanical Equipment, Mental Retardation, Multiple Disabilities, Physical Disabilities, Postsecondary Education, Special Education, Speech Handicaps, Visual Impairments, \*Vocational Education

Intended to assist in the vocational education and employment of individuals who are handicapped, this catalog contains descriptions and illustrations of modified tools, equipment, and machinery for use in 38 areas. These use areas are arts, assembly, assessment, automobile repair, benchmark, communication, computer processing, cosmetology, dictation, duplicating and printing, eating, education, electronics, environmental control, food preparation, gardening, health, kitchen work, laundering, listening, machine trades, maintaining balance, mathematics, measuring, mobility, money exchange, packaging, reaching, reading, recreation, safety, sewing, shopping, transportation, typing, work tables, and writing. Each piece of equipment is pictured along with information on how it works, its developer, place of use, field testing regulatory approval, warranty, availability, source, price, and role in helping the handicapped overcome specific problems. Equipment is cross referenced by use and by seven disability categories (hearing impaired, learning disabled, mentally retarded, multiply handicapped, physically handicapped, speech impaired, visually impaired). Appendices contain information on modifications to accommodate disabled persons at nine different work sites as well as lists of additional available resources, organizations serving the handicapped, postsecondary educational institutions serving the handicapped, relevant classroom materials, and publications and equipment distribution outlets. (MN)

ED 198 273

CE 027 871

De Samuel, Therese E. A. And Others

**ESL/APL Instructional Resources for Integrating Life Skills into the ESL Curriculum.**

New Mexico State Univ., Las Cruces. Dona Ana County Occupational Education Branch.

Pub Date—Dec 80

Note—439p; Some illustrations will not reproduce well.

Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC18 Plus Postage.

**Descriptors**—Adult Basic Education, Behavioral Objectives, \*Community Services, \*Consumer Education, Curriculum Guides, Dialogs (Language), \*English (Second Language), Government (Administrative Body), \*Health Education, Instructional Materials, \*Job Skills, Language Skills, Laws, Learning Activities, Public Agencies, Safety Education, \*Telephone Usage Instruction, Vocabulary Development, Vocabulary Skills

**Identifiers**—Adult Performance Level, \*Life Skills, Limited English Speaking, New Mexico

This curriculum guide contains instructional materials in English as a Second Language to aid instructors in using life managing skills as the basis for building English language skills on both beginning and intermediate levels. The following six units are included in the guide: jobs, community resources, consumer education, health and safety, government and law, and telephone usage. Each unit contains an introduction with directions for getting materials or information needed; objectives for beginning and intermediate levels; pre/posttest;

instructional strategy planning, activity suggestions, and resources; building vocabulary and concepts; putting the words and ideas into action; and pictures. The materials are printed in loose-leaf form for use in a three-ring binder. (KC)

ED 198 274

CE 027 876

Taggart, Robert

**Youth Knowledge Development; The Process and the Product.**

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date—Jan 81

Note—75p; Prepared through the Youth Knowledge Development Project, Washington, DC.

Pub Type—Guides—Non-Classroom (055)—Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

**Descriptors**—\*Education Work Relationship, Employment Programs, Evaluation Methods, \*Federal Programs, Policy Formation, Public Policy, Research Methodology, Research Projects, \*Research Utilization, \*Youth Employment, \*Youth Problems, Youth Programs

**Identifiers**—Youth Employment and Demonstration Projects Act, \*Youth Knowledge Development Project

The Youth Employment and Demonstration Projects Act of 1977 provided more than two hundred million dollars annually for a range of research, evaluation, and demonstration activities intended to increase understanding of the employment problems of youth and to help determine the most effective policies and programs to address these problems. The broad-ranging activities conducted under this mandate were labeled the youth "knowledge development" effort. This report shows how to review, synthesize, and disseminate information emerging from the knowledge development effort. The report is divided into three parts. The first part defines knowledge development, provides background information about it, and discusses strategy for knowledge dissemination and application. The second part of the paper uses the school-to-work transition as an example of the knowledge development process and explains how to gain knowledge using specific information gathered from school-to-work transition projects. The final part of the report discusses methods of translating information into knowledge and policy. (KC)

ED 198 275

CE 027 879

Durr, Gloria E. Bell, Camille G.

**Mainstreaming Strategies in Home Economics.**

Stephen F. Austin State Univ., Nacogdoches, Tex.; Texas Tech Univ., Lubbock.

Spons Agency—Texas Education Agency, Austin.

Div. of Occupational Research and Development.

Pub Date—Jun 80

Note—89p.

Available from—Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Definitions, \*Disabilities, Educational Strategies, \*Home Economics, \*Information Sources, \*Mainstreaming, Secondary Education, Self Evaluation (Individuals), \*Teaching Methods, \*Vocational Education

This manual is designed to aid vocational home-making teachers in Texas to provide instruction for handicapped students in regular classes ("mainstreaming"). The manual is divided into nine parts. Part 1 explains the concept and purposes of mainstreaming and describes the development of the manual. Parts 2-7 relate to the following six types of handicapped students: mentally and emotionally handicapped and learning disabled; deaf, hearing, and speech impaired; blind and visually impaired; physically handicapped; health impaired; and multiply handicapped. Each of these parts contains a description of the handicap, problems and teaching strategies to meet them, services provided by the appropriate state agencies in Texas, and a list of selected resources. Part 8 of the manual is a bibliography, while part 9, an appendix, includes the survey instruments for data collection and a self-evaluation instrument on mainstreaming for teacher use. (KC)



ED 198 276 CE 027 886

Energy Manpower Study, 1980.

Seward County Community Coll., Liberal, Kans.  
Spons Agency—Kansas State Dept. of Education,  
Topeka. Div. of Vocational Education.

Pub Date—80

Note—52p.

Pub Type—Reports - Evaluative (142) — Reports  
- Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Air Conditioning, Curriculum Development, \*Educational Needs, Educational Resources, \*Employment Projections, Heating, \*Job Analysis, Labor Market, \*Labor Needs, Labor Supply, Mechanical Skills, Needs Assessment, Occupational Information, Occupational Surveys, Paraprofessional Personnel, Personnel Needs, Plumbing, \*Solar Radiation, \*Technical Education, Technical Occupations, Technology, Two Year Colleges

Identifiers—Kansas

A study was conducted in Kansas to determine the need for vocational education programs in solar energy technology in community colleges. After a literature search revealed a project need for trained solar energy technicians, Seward County Community College surveyed 100 Kansas heating, air conditioning, and plumbing companies to determine future personnel demand in the solar industry. (An assumption was made that the heating, air conditioning, and plumbing category would be the most likely to become involved in the solar industry.) From the responses of the firms that answered the survey, a projection was made for the state's 1,345 plumbing, heating, and cooling contractors; it was deduced that 1,560 solar-trained people would be needed in Kansas in the next ten years. Based on another study conducted by Navarro College, it was concluded that community colleges should address three levels of educational competency in the solar technology field: first, continuing education programs and seminars to upgrade conventionally-trained heating, ventilating, and air conditioning (HVAC) technicians in solar applications; second, a program to train students in conventional HVAC subjects as well as solar to work primarily as solar installers/mechanics; third, a two-year associate degree program to train solar technicians as diagnosticians, or para-professionals, in the solar field. The document includes task analysis for the design, installation, and maintenance of a solar system; performance objectives for curriculum development; and a list of resources. (KC)

ED 198 277 CE 027 888

Siebold, Guy L.

The Applicability of the ISD 4-Factor Model of Job Analysis in Identifying Task Training Priority in Nine Technical Military Occupational Specialties.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-TR-432

Pub Date—Oct 79

Note—47p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Job Analysis, \*Job Performance, \*Military Training, Models, Needs Assessment, Performance Factors, Performance Tests, Questionnaires, \*Technical Education, \*Technical Occupations, \*Test Validity

Identifiers—Army, \*Military Occupation Specialty

Research was conducted to assess the applicability of the Instructional Systems Development (ISD) job analysis procedures to nine technical aviation maintenance military occupational specialties (MOS). Job analysis questionnaires were developed for each of the nine aviation maintenance MOS's. Research teams administered the questionnaires to groups of job incumbents and supervisors. Job incumbents rated their applicable tasks on a Relative Time Spent Performing scale. Supervisors rated all their MOS tasks on four scales: Task Learning Difficulty, Consequences of Inadequate Performance, Immediacy of Task Performance, and Type of Training. The data indicated that the ISD four-factor model of job analysis was applicable for identifying task training priority in the technical MOS's. The four factor scales correlated highly with the criterion scale (Type of Training) in all MOS's. A further analysis was conducted by splitting the tasks into those expected to be done mostly by incumbents and those inspection, supervision, and management tasks normally done by supervisors. The four factor scales correlated very highly with the

criterion scale for the incumbent tasks and moderately highly for the supervisor tasks. Since the relative influence of the factor scales varied by MOS, however, the training priority policy of supervisors appears to be MOS specific, and the model will have to be adapted individually for each specialty. (Author)

ED 198 278 CE 027 889

CETA-Education Demonstration Project.

Spons Agency—Department of Education, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date—15 Jan 81

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Career Education, \*Demonstration Programs, Disadvantaged Youth, \*Job Training, Policy, Program Descriptions, \*Program Development, Program Evaluation, \*Program Implementation, Vocational Education, \*Youth Employment, Youth Programs

Identifiers—\*Comprehensive Employment and Training Act, Department of Education, Department of Labor, \*Youth Incentive Entitlement Pilot Projects

This paper provides a non-technical summary of the plans and rationale for eleven CETA-Education Demonstration Projects. It also explains the design of the projects and indicates what is expected of the participating prime sponsors, education agencies, and federal departments. Seven principles relating to the need to alleviate youth unemployment by providing youth with basic academic skills, work experience, and career information through community-based networks of people and services are presented as a basis on which to build the CETA programs of the 80s. The emphasis of the Youth Incentives and the rationale for demonstration projects are outlined. The goals and objectives of the demonstration projects are presented. The pilot sites are listed along with the reasons for their selection. Project emphasis areas (CETA, education, and joint program areas) are discussed. Four steps in the formation of project operating plans, which are to be implemented during the first year, are summarized, and additional project activities are described. The role of the Labor and Education Departments in these projects and the help which the demonstration sites will receive are discussed. Project evaluation procedures are covered. A note on the value of the demonstration projects concludes the paper. (MN)

ED 198 279 CE 027 910

Career Programs in Criminal Justice Education.

Arizona State Board of Directors for Junior Colleges, Phoenix.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.

Pub Date—[80]

Note—97p.; For a related document see ED 189 419.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, \*Competency Based Education, \*Core Curriculum, \*Correctional Rehabilitation, Course Content, Crime, \*Criminology, \*Law Enforcement, Learning Modules, Minimum Competencies, Postsecondary Education, State Standards, Two Year Colleges, Vocational Education

Identifiers—Arizona, \*Criminal Justice, \*Forensic Science

This document contains a competency-based, common-core curriculum for students enrolled in the second year of criminal justice education in Arizona community colleges. It was developed to go beyond the "Competency-Based, Common-Core Curriculum for Criminal Justice Education" (see note) developed in 1978-79. Three career options—Law Enforcement, Corrections, and Evidence Identification Technology—are contained in this curriculum. Each common-core course is divided into instructional modules, and each module contains lists of the minimal competencies that should be mastered by the student before he or she progresses to the next module in the sequence. (Although the competencies represent the minimal concepts that are basic to the scope of the course, they do not represent the entire content for the course.) (KC)

ED 198 280 CE 027 916

Bruwelheide, Kenneth L.

Assisting the Physically Handicapped: An Identification and Development of Apparatus for Laboratory Shops, Phase I.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

Spons Agency—Montana State Dept. of Public Instruction, Helena.

Pub Date—79

Note—230p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Accessibility (for Disabled), Educational Legislation, Equipment Evaluation, \*Equipment Utilization, Federal Legislation, \*Hand Tools, Individualized Education Programs, Industrial Arts, Literature Reviews, Machine Tools, Mainstreaming, Metal Working, Mobility Aids, Models, \*Physical Disabilities, Safety Equipment, School Shops, Secondary Education, \*Shop Curriculum, Student Evaluation, Woodworking

A study was conducted to identify and develop instructional aids in the form of physical apparatus that would permit students with physical handicaps and/or limitations to have greater access to laboratory-shop courses in Montana secondary schools. Steps taken in carrying out the study included the following: (1) identifying the physically handicapped population in public school; (2) summarizing legislation pertinent to public education of the handicapped; (3) developing apparatus that will permit physically handicapped students to use selected tools and equipment; (4) developing a set of working drawings of such apparatus; and (5) developing an assessment and implementation model of handicaps and programs for teacher use. Methodology included literature review, testing tools, and designing special apparatus with a group of handicapped students from Montana State University. Recommendations generated by the study include more teacher preservice and inservice education concerning working with handicapped students, testing with a broader range of handicaps, and testing a different or more complex set of tools. Appendixes include lists of tools used in the test and a teacher's guide to handicapped student assessment and apparatus implementation. (KC)

ED 198 281 CE 027 917

Pfister, James W.

Employing Adult-Student Expectations of Continuing Education Teachers to Improve Instruction.

Pub Date—May 78

Note—71p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Adult Students, Continuing Education, Educational Research, \*Instructional Improvement, \*Student Attitudes, \*Student Evaluation of Teacher Performance, Surveys, \*Teacher Effectiveness, \*Teacher Improvement, Two Year Colleges

Identifiers—Saint Petersburg Junior College Clearwater FL

A research project sought to determine adult continuing education students' expectations of teachers. A total of 108 continuing education students from the Clearwater Campus of St. Petersburg Junior College responded to the Survey of Effective Teaching Behavior, which sought to determine criteria adult students use to measure an effective teacher. A literature review was also conducted. Results indicated that the adults' prime concern involved receiving up-to-date information. Adult students also viewed teacher communication and enjoyment of teaching as very important characteristics of an effective teacher. They ranked last the requirement of a large amount of work as a class requirement. Results were then disseminated to teachers and administrators to provide information on how knowledge of preferred teacher expectation can improve continuing education teachers and on how administrators can use the knowledge of preferred teacher expectations to improve instruction. Seven recommendations for the director of continuing education arose from the research results. (YLB)

## ED 198 282 CE 027 925

Solomon, Keith J. Seagren, Alan T.  
Adult Education in Australia: Three Organizational Models.  
Pub Date—[80]

Note—38p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (34th, Norfolk, VA, August 10-15, 1980).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Adult Education, Agency Role, \*Board of Education Role, Boards of Education, Colleges, Community Involvement, \*Community Role, Continuing Education, \*Educational Administration, Educational History, \*Educational Planning, Educational Policy, Elementary Secondary Education, Futures (of Society), Government (Administrative Body), \*Models, Outreach Programs, Policy Formation, Postsecondary Education, Public Agencies, Technical Education

Identifiers—Australia (New South Wales), Australia (Queensland), Australia (Victoria)

This paper, which examines adult education in Australia, is divided into three parts. The first part is a background survey of Australian history and Australian educational development, beginning with its colonization by prisoners and including its government forms and its three levels of education: primary, secondary, and tertiary. After this background, the second part of the paper presents three models of adult education; (1) the New South Wales Board of Adult Education, whose system consists of an advisory board to the state minister of education; (2) the Queensland Department of Technical and Further Education, a rationalization model integrating technical and adult education into a single body; and (3) the Council of Adult Education in Victoria, a decentralized "community based" model. The third part of this paper consists of discussions of these three models of adult education and implications for the future of adult education in Australia. A bibliography is included. (KC)

## ED 198 283 CE 027 926

Mackett-Frank, Muriel Frank, Frederick P.  
Vocational Education Administration: A Case Study Approach to Competency Development. A New Opportunities in Vocational Education Project Supplemental Report.

Northern Illinois Univ., De Kalb. Coll. of Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Jul 80

Note—99p.; For related documents see CE 027 927 and ED 164 824.

Pub Type—Guides—Classroom—Learner (051)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Administrator Education, Administrator Role, Advisory Committees, \*Affirmative Action, \*Case Studies, Competence, \*Educational Administration, Educational Finance, Educational Opportunities, Equipment, Facilities, Graduate Study, Higher Education, Instructional Materials, \*Problem Solving, Program Development, Program Evaluation, Pupil Personnel Services, School Community Relationship, Sex Fairness, Staff Development, Supervision, Teacher Evaluation, Teacher Selection, Trustees, \*Vocational Education

Identifiers—New Opportunities in Vocational Education Project

Since 1976, a special training program in educational administration for persons with a professional background in vocational education has been conducted at Northern Illinois University. This program is known as the New Opportunities in Vocational Education Project and has an affirmative action emphasis. This supplemental report of the project contains cases to be analyzed as a strategy for providing administrative training. Each case included in the book is based on situations which have been identified as "real" or "typical" by practicing vocational education administrators in Illinois. The different sets of background information, which are suggested for use in connection with the cases, include a diverse array of possible administrative positions, administrator characteristics, interfacing roles, and organizational settings and characteristics. The casebook includes a suggested format for dealing with each case, including guides for select-

ing the different "givens" or background information that might be used. In addition to the ten cases, the casebook also includes comments on the casebook and vocational education administration competency development; a guide to use of the casebook; a listing of related project documents; and an index to the cases. (KC)

## ED 198 284 CE 027 927

Frank, Frederick P., Ed. Mackett-Frank, Muriel, Ed.

Three Investigations in Vocational Education Administration. A New Opportunities in Vocational Education Project Supplemental Report.

Northern Illinois Univ., De Kalb. Coll. of Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Jul 80

Note—153p.; For related documents see CE 027 926 and ED 164 824.

Pub Type—Guides—Non-Classroom (055)—Reports—Research (143)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—\*Administrator Attitudes, Administrator Education, \*Affirmative Action, \*Educational Administration, Educational Opportunities, Females, Graduate Study, Higher Education, \*Local Issues, Minority Groups, School Districts, Sex Fairness, \*Social Discrimination, \*Vocational Education

Identifiers—New Opportunities in Vocational Education Project

Since 1976, a special training program in educational administration for persons with a professional background in vocational education has been conducted at Northern Illinois University. This program is known as the New Opportunities in Vocational Education Project and has an affirmative action emphasis. This supplemental report of the project contains reports of the three project-related investigations in vocational education administration. The first paper presents an analytic framework for conceiving and carrying out administrative training, particularly training with an affirmative action emphasis. It provides a model for training and access for minority and female educators. The second paper in the report presents findings of attitudes and beliefs of vocational educational administrators about selected affirmative action issues. Data from this study indicated that negative attitudes toward women and minority group members as administrators still exist. The third paper presents attitudes and beliefs of vocational education administrators about selected issues confronting vocational administration at the local level. The data presented in this paper indicate that many assumptions about issues confronting vocational education administration at the local level that typically inform vocational administration training programs are only partially correct, and in some cases, substantially incorrect. (KC)

## ED 198 285 CE 027 929

Banta, Trudy W. And Others

Evaluation of the Tennessee Nutrition Education and Training Program. 1980 Final Report.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date—Oct 80

Note—430p.; Not available in paper copy due to small and broken print.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Federal Programs, Food Service Workers, Instructional Materials, \*Knowledge Level, \*Nutrition Instruction, Parent Attitudes, \*Program Effectiveness, Program Evaluation, \*Program Implementation, Resource Materials, \*State Programs, \*Student Attitudes, Teacher Attitudes, Workshops

Identifiers—Tennessee Nutrition Education and Training Program

The Tennessee Nutrition Education and Training (NET) program is part of a U.S. Department of Agriculture effort to develop a coordinated nutrition education program for children from preschool through grade 12. In its first year of operation, the Tennessee NET program conducted summer nutrition education workshops for elementary teachers

and school food service managers, distributed nutrition education materials, and funded nine pilot nutrition education projects throughout the state. Evaluators at the University of Tennessee (1) used pre- and posttests of nutrition knowledge as well as attitudinal measures to assess the effectiveness of the 1979 summer workshops; (2) assessed usage rates, quality, and developmental appropriateness of materials distributed; (3) evaluated four of the pilot projects; and (4) designed K-12 assessment instruments and used them in forty-eight schools throughout the state to collect baseline data on nutrition knowledge, attitudes, behavior, and perceptions of nutrition education from a sample of students, parents, teachers, principals, and food service personnel. No systematic differences between responses of students in treatment and comparison schools were detected in the initial testing. Personnel in one-half the elementary schools where baseline data were collected in spring 1980 were to receive training in NET workshops during summer 1980. In spring, 1981, data collected at the treatment schools were to be compared with that collected at untreated comparison schools to provide an assessment of the effectiveness of the 1980 NET-sponsored training in nutrition education. (Author/KC)

## ED 198 286 CE 027 930

DiPaul, H. Bert

Focusing Industrial Arts on Career Education. A Handbook for Industrial Arts Teachers and Students.

Pub Date—Aug 79

Note—140p.

Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Choice, \*Career Education, \*Career Exploration, Drafting, Education Work Relationship, Employment, Employment Projections, Filmographies, Fused Curriculum, High Schools, \*Industrial Arts, Interest Inventories, Job Search Methods, Manufacturing, Metal Working, \*Occupational Information, Printing, Quality Control, Self Evaluation (Individuals), Technology, Woodworking

This manual is intended to aid high school industrial arts teachers to infuse career exploration and career education into the industrial arts curriculum. It relates the specific skills learned in various industrial art classes to various occupations, providing a means for students to "try on" occupations via projects and self-assessment. Following instructions to the teacher and to the student, the handbook is divided into six sections, with a total of nineteen units. Section 1 introduces the manual, and presents occupations which can be sampled in the school shop (printing, drafting, metal working, quality control and woodworking) in addition to instructions for sampling assembly work and motion and time-study analysis. Section 2 leads the student to knowledge of self: his or her interests, aptitudes, and personality characteristics, and shows him/her how to relate these traits to careers. Section 3 provides knowledge about occupations, explaining how to study and analyze occupations, how occupations are classified, how to match personal characteristics to career requirements, and what occupations will need workers. In section 4 technology is discussed from both a historical and future perspective, including early manufacturing processes, mass production, quality control, automation, and innovations. Section 5 explains how to prepare a resume and how to get a job and keep it, while the last section contains references and a list of career-exploration films. (KC)

## ED 198 287 CE 027 931

Russo, Rocco P.

Toward Understanding and Evaluating Special Needs Programs.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date—Oct 80

Note—69p.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Disabilities, \*Evaluation Methods, Mainstreaming, \*Program Evaluation, \*Program Improvement, Research Methodology, Secondary Education, \*Special Education, State Surveys, \*Vocational Education

Identifiers—Minnesota, Special Needs Students The Minnesota Research and Development Cen-

ter for Vocational Education (MRDC) has a major program of research focused on the education of special needs learners. The research study described in this report was a response to the lack of understanding and knowledge about special needs programs and evaluation activities related to these programs. The goals of this project were to (1) develop a conceptual framework that would provide direction to activities related to improving the quality of special needs programs and (2) specifically address some of the evaluation concerns related to these programs. The report is divided into four main parts. The first part presents and describes a conceptual framework for thinking about serving special needs students in vocational education programs. The second part describes how the notion of evaluation relates to this framework and outlines general considerations for the evaluation of special needs programs. Part 3 describes the development, conduct, and results of a survey designed to identify and describe some of the typical support services for special needs students that are available in secondary vocational programs in Minnesota. The final section presents conclusions and recommendations for future research efforts related to the evaluation of services provided to special needs students. (Author)

ED 198 288 CE 027 932

Peak, Laurie Brown, James M.

**A Conceptual Framework and Process for Identifying the Inservice Needs of Vocational Educators Serving Special Needs Populations. Pilot Test Report.**

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date—Dec 80

Note—82p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competence, Competency Based Teacher Education, \*Disabilities, \*Educational Needs, Inservice Teacher Education, Mainstreaming, Matrices, \*Models, \*Needs, Needs Assessment, Pilot Projects, Questionnaires, Research Methodology, Secondary Education, \*Special Education, Special Education Teachers, Students, Test Construction, Test Validity, \*Vocational Education Teachers

Identifiers—Minnesota

Research was conducted that initially focused on identifying and synthesizing the large number of previously identified vocational special needs teacher competencies into an educational model. The model contained a matrix that organized all these competencies into twelve domains of four performance phases each. The Competency Matrix was the construct upon which a needs assessment instrument was designed. A second project activity focused on developing and pilot testing a needs assessment instrument to measure individual educators' perceived needs for training within each phase of twelve domains and their preferences for the delivery of this training. The instrument was designed to provide data to assist inservice planners/deliverers in decision-making efforts at local, state, and/or national levels. A pilot test of the instrument was conducted in six Minnesota schools to determine the extent to which the instrument could be shown to exhibit face, content, utility, and construct validity. Pilot test results indicated that the instrument could give useful data for making inservice/preservice planning decisions and that population subgroups had differing training needs. This instrument can provide planning information, but may need to be tailored to various populations' levels of awareness and expertise. (Author)

ED 198 289 CE 027 938

Leckie, Shirley Ann

**The Catalyst for Change: Students Evaluate an Adult Degree Program.**

Toledo Univ., Ohio.

Pub Date—[78]

Note—20p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Adult Programs, Adult Students, College Curriculum, Course Content, Curriculum Design, Curriculum Development, Curriculum Evaluation, Enrollment, Higher Education, Interdisciplinary Approach, Liberal Arts, \*Participant Satisfaction, Program Evaluation, \*Program Improvement, \*Special

Degree Programs, \*Student Attitudes, Student Characteristics, Student College Relationship, \*Student Evaluation of Teacher Performance, Student Leadership, \*Student Needs, Student Organizations, Student Role, Student Teacher Relationship

Identifiers—University of Toledo OH

Faced with declining attendance, poor reputation, and possible demise of their program, students in the Adult Liberal Studies (ALS) program at the University of Toledo formed an association, evaluated the program, and instigated constructive changes that have revitalized the program, increased its enrollment, and enhanced its reputation among its students as well as among faculty members and in national circles. After forming the Adult Liberal Studies Student Association (ALSSA) in the fall of 1976, students determined ALS student characteristics, needs, and reasons for enrolling or discontinuing participation in the program through a survey of 175 active and 205 inactive enrollees (121 responses). The survey showed that students' main reason for enrolling in the program was personal development, that few students received full financial assistance from employers, that most students were employed full time, and that students were dissatisfied with program inconsistencies, faculty disinterest, poor scheduling, undefined objectives, and general unconcern of the University for their needs. Armed with this data, representatives of the ALSSA met with the academic vice president and the University president, and presented their conclusions and suggestions. The University administration responded by defining objectives for the program and setting up seminars to meet these educational objectives by instituting faculty overload competition for the program to increase faculty participation in and enthusiasm for teaching adult students, and in general giving more consideration to adult students' needs. As a result, by 1978, student enrollment in the program had increased, as had student satisfaction; the program's reputation grew among the University community and the program received the Quality in Liberal Learning (Quill) award from the Association of American Colleges. (KC)

ED 198 290 CE 027 939

Miguel, Richard J.

**Youth in the Workplace. The Dynamics of Learner Needs and Work Roles. Summary.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712553

Pub Date—80

Contract—NIE-G-80-0115

Note—45p.; For related documents see CE 027 940-943, ED 171 987-989, ED 173 562-563, ED 185 323-326, ED 185 408, ED 186 626, and ED 186 715.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, \*Classification, \*Education Work Relationship, \*Employer Attitudes, \*Experiential Learning, Occupational Information, Personality, Program Design, Questionnaires, \*Role Perception, Student Attitudes, Student Characteristics, \*Student Needs, Test Construction, Values, Work Attitudes

A two-year study addressed the problem of developing a typology of experiential education programs theoretically based and empirically tested that could guide systematic research on questions fundamental to workplace-based experiential education programs. The research question focused on was, "Can experiential education programs be classified according to the relationship existing between workplace role expectations and learner needs and dispositions?" The first year was a qualitative phase for collecting data. Interviews were conducted with students, program coordinators, and employers associated with eighteen programs in four different states. Data analysis consisted of four steps. First, nine program characteristics were identified as indicators of the normative (referring to work organizations, their roles, their expectations) and personalistic (referring to experiential learners, their personalities, their needs and dispositions) dimensions. Next, interview data were categorized for all programs. Then data were converted to quantitative values to show the proportional relationship. Finally, results were displayed graphically to reveal the clustering of program types. In phase 2—the quantitative phase—students, program staff, and em-

ployers involved in thirty-one programs in Ohio, Florida, Iowa, Arizona, California, and Oregon were selected as the sample for completing the instrument which gathered information on the nine program characteristics. Results were the determination of the normative-personalistic proportions for each of the programs and the resultant classification schema. Five recommendations were made. (The revised instrument is appended.) (YLB)

ED 198 291 CE 027 940

Coleman, Deborah Dye Beckman, Carol A.

**The Ecology of Youth Participation in Work Settings: Implications for Linking Home, School, and Work for Facilitating Communication Between Youth and Adults. Summary.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712553

Pub Date—80

Contract—NIE-G-80-0115

Note—30p.; For related documents see CE 027 939.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Career Education, Communication (Thought Transfer), Ecological Factors, Ecology, \*Educational Environment, Environmental Influences, \*Family Environment, High Schools, \*High School Students, \*Individual Development, Interaction, \*Interpersonal Relationship, Student Attitudes, Student Participation, \*Work Environment, Work Experience, Youth

Identifiers—Bronfenbrenner (Urie)

A study explored how an ecological perspective in human development, as conceptualized by Urie Bronfenbrenner, could be used as an analytic framework for discerning patterns of relationships among the environments of home, school, and work and resulting implications for youth development. Three hypotheses were tested regarding how linking youth participation in the settings of home, school, school activities, community activities, work experience programs, and work may account for variations in scores on two scales measuring youths' perceptions of their communications with adults. Three hundred twenty high school juniors and seniors from Gainesville (Georgia) High School completed the questionnaires. Analysis of covariance was used to determine patterns in the way the environments of home, school, and work are linked and how they relate to more positive scores on the dependent measures. In addition, school personnel prepared in-depth descriptions of three programs which placed youth in work settings as part of their education. The most significant finding was that there is an ecology of youth development that appears related to performance on such measures as the two used. Recommendations for research were developed. (The questionnaire is appended.) (A technical report of all phases of the study is available as CE 027 941.) (YLB)

ED 198 292 CE 027 941

Coleman, Deborah Dye Beckman, Carol A.

**The Ecology of Youth Participation in Work Settings: Implications for Linking Home, School, and Work for Facilitating Communication Between Youth and Adults. Technical Report.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712553

Pub Date—80

Contract—NIE-G-80-0115

Note—122p.; For related documents see CE 027 939.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Career Education, Communication (Thought Transfer), Ecological Factors, Ecology, \*Educational Environment, Environmental Influences, \*Family Environment, High Schools, \*High School Students, \*Individual Development, Interaction, \*Interpersonal Relationship, Student Attitudes, Student Participation, \*Work Environment, Work Experience, Youth

Identifiers—Bronfenbrenner (Urie)

This technical report details all phases of a study to explore how an ecological perspective in human



development, as conceptualized by Urie Bronfenbrenner, could be used as an analytic framework for discerning patterns of relationships among the environments of home, school, and work and resulting implications for youth development. (A summary is available as CE 027 940.) Chapter 1 reviews the problem and relevant literature. Chapter 2 discusses the adaptation of the ecological model by developing three hypotheses and defining elements of linkage between settings in terms of variables which could be defined in operational terms, quantified, and tested statistically. Chapter 3 presents data analyses taking into account demographic characteristics of surveyed youth to test for patterns of relationship among elements of their ecological environment and scores on the dependent measures. These observations are reported: (1) environments in which youth form relations with adults and personal characteristics account for a portion of variance in scores on the dependent variables; (2) the independent variables appear to predict how youth perceive adults and relate to them; and (3) personal characteristics, characteristics of home environment, and outside experiences contribute to youths' ease with adults. Chapter 4 contains recommendations for research and implications for policy. Questionnaires and additional tables are appended. (YLB)

ED 198 293 CE 027 942

Crowe, Michael R. Harvey, R. J.

**Learning and Retention of Basic Skills through Work: Preliminary Investigation of the Learning and Retention of Selected Reading and Mathematical Concepts Resulting from Student Enrollment in a Traditional Learning Environment and in a Learning-in-Work Environment. Summary and Discussion.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712553

Pub Date—80

Contract—NIE-G-80-0115

Note—57p.; For related documents see CE 027 939.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Basic Skills, \*Career Education, \*Cognitive Style, \*Conventional Instruction, \*Experiential Learning, \*High Schools, \*Longitudinal Studies, \*Mathematics, \*Methods Research, \*Outcomes of Education, \*Reading Comprehension, \*Retention (Psychology), \*Student Evaluation

Identifiers—\*Experience Based Career Education

A study examined the retention of mathematical and reading comprehension skills for students enrolled in a learning-in-work environment (experience-based career education) and a traditional classroom learning environment. Academic achievement was measured using a twelve-month longitudinal design. Student performance in each environment was evaluated on the Comprehensive Test of Basic Skills administered at beginning and end of the junior year and beginning of the senior year. The learning interval was designated as the time between pre- and post-testing, and the retention interval as the time between post- and follow-up testing. The results indicated (1) differences in two areas—in reading skills versus math skills and in traditional learning environments versus learning-in-work environments; (2) math cognitive concepts causally related but not in the hierarchical order predicted by Bloom's taxonomy; (3) different causal processes in the acquisition of math concepts, depending upon placement in one of the two learning environments; (4) significant relationships between students' cognitive style and their math performance; and (5) moderate relationships between students' perceptions of complexity of learning environment and their math performance. An interference/assimilation model was proposed to interpret findings. (Technical information and appendixes are available as CE 027 943.) (YLB)

ED 198 294 CE 027 943

Crowe, Michael R. Harvey, R. J.

**Learning and Retention of Basic Skills in Alternative Environments. Preliminary Investigation of the Learning and Retention of Selected Reading and Mathematical Concepts Resulting from Student Enrollment in a Traditional Learning Environment and in a Learning-in-Work Environment. Technical Information and Appen-**

dices.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712553

Pub Date—80

Contract—NIE-G-80-0115

Note—182p.; For related documents see CE 027 939.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Academic Achievement, \*Basic Skills, \*Career Education, \*Cognitive Style, \*Conventional Instruction, \*Experiential Learning, \*High Schools, \*Longitudinal Studies, \*Mathematics, \*Methods Research, \*Outcomes of Education, \*Reading Comprehension, \*Retention (Psychology), \*Student Evaluation

Identifiers—\*Experience Based Career Education

This technical report details a study to examine the retention of mathematical and reading comprehension skills for students enrolled in a learning-in-work environment (experience based career education) and a traditional classroom learning environment. (An executive summary is available as CE 027 942.) Chapter 1 introduces the problem, background, and research framework. Chapter 2 on design and methodology contains three sections describing (1) the research background characteristics, (2) major measured variables (instruments), and (3) the analysis questions and strategies. Chapter 3 presents findings for the five research questions described in Chapter 2: factor structure of the learning environment questionnaire, cross-lagged analysis of math scores based on predictions from Bloom's taxonomy, effects of placement experiences on performance, effects of summer activities on performance, and relationships between student's perceptions of learning environment and cognitive style on performance. Chapter 4 sets forth implications and recommendations for research, practice, and policy. Appendixes include a selected literature review, description of Learning-in-Work Program, cross-lagged panel correlations used in math score analyses, and three commissioned papers. (YLB)

ED 198 295

CE 027 945

Piuma, Chesca

**Developing a Vocational Education Training Program for Severely Handicapped Adolescents and Young Adults: A Feasibility Study, Independent Research and Development Project Reports. Report #6.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date—Dec 80

Note—75p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Ability, \*Adolescents, \*Auto Mechanics, \*Curriculum Development, \*Education Work Relationship, \*Employment Attitudes, \*Employment Potential, \*Feasibility Studies, \*Food Service Workers, \*Job Training, \*Laundry, \*Drycleaning Occupations, \*Moderate Mental Retardation, \*Needs Assessment, \*Secondary Education, \*Teacher Attitudes, \*Vocational Education, \*Young Adults, \*Youth

Identifiers—California (Contra Costa County)

This study investigated the feasibility of developing five vocational education curricula for severely handicapped (i.e., trainable mentally retarded) young people, aged 13 to 21, that would enable them to work in the employment areas of gardening, housekeeping, laundry services, food services, and minor auto maintenance. One goal of the project was to determine whether school staff members think their students have the potential to master the skills needed to work in these occupations. A second aspect of the study was to assess the interest and/or resistance of community business people to hiring severely handicapped students who had completed the appropriate vocational education program. To answer these questions, interviews were conducted with school staff from four programs teaching vocational educational skills to trainable mentally retarded students in Contra Costa County, California, as well as with representative Contra Costa business people. The study showed that there is both a need and a desire to expand and develop the existing vocational education training program for severely handicapped students. The school staff members agreed that their trainable mentally retarded students did have the potential to learn the skills needed to work in the

five employment areas; and the community business people seemed receptive to training and hiring these students. (Author/KC)

ED 198 296

CE 027 946

**Examination of the Health Occupations Education Curriculum from a Futurist Perspective: I.**

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—CASE-26-80

Pub Date—Oct 80

Grant—VEA-CO79-3A-1377-GS

Note—252p.; Some pages will not reproduce well due to light, broken print.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Allied Health Occupations Education, \*Competence, \*Curriculum, \*Curriculum Evaluation, \*Educational Needs, \*Futures (of Society), \*Health Needs, \*Health Occupations, \*Health Personnel, \*Job Skills, \*Labor Needs, \*Long Range Planning, \*Medical Services, \*Needs Assessment, \*Secondary Education, \*Vocational Education

A project examined the curriculum in the health occupations program to determine what curriculum changes will be necessary to keep pace with and anticipate advances in health occupations. A statewide Texas health occupations education review committee composed of employers, graduates, educators, a union representative, and representatives from related areas held three committee meetings and one organizational meeting. A total of seventeen reports were presented at these meetings. Report topics included manpower projections for the health occupations; trends in health care delivery and consequences for the health occupations; the determination of health care in the future; the current status and future implications of computer utilization in health delivery systems; alternative futures for auxiliary health personnel; health careers in education in California secondary education, adult education, and regional occupational programs; the future of allied health education in the eighties; health occupations education in New York State; the preparation and role of the licensed practical nurse; competencies needed for a health team member with a secondary school education; competencies needed for dental health assistants in the future; competencies in collaboration and caring; a personnel executive's view of occupations programs, and reactions to committee activities from the field. (Text of all reports are included.) (MN)

ED 198 297

CE 027 948

Wirtenberg, Jeana

**Improving Women's Occupational Potential. A**

**Review of the Literature. Summary Staff Report.**

Commission on Civil Rights, Washington, D.C.

Pub Date—Mar 78

Note—90p.; For a related document see ED 177 369. Some pages will not reproduce well due to broken print.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Career Education, \*Change Strategies, \*Educational Attainment, \*Educational Practices, \*Elementary Education, \*Employment, \*Employment Level, \*Employment Patterns, \*Employment Potential, \*Family Influence, \*Females, \*Literature Reviews, \*Mass Media, \*Motivation, \*Occupational Aspiration, \*Parent Influence, \*Peer Influence, \*Preschool Education, \*Secondary Education, \*Self Concept, \*Sex Differences, \*Sex Stereotypes, \*Skills, \*Social Influences, \*Socioeconomic Status, \*Teacher Influence, \*Vocational Education, \*Work Attitudes

A review of literature on improving women's occupational potential was conducted. Most existing theories of occupational development focus on males. However, the beginnings of several theories of women's occupational development have recently been proposed. These are (1) structural theories, revolving around personality traits and ability patterns and (2) developmental theories, emphasizing the stages in the decision-making process involved in occupational choice. Several factors limit women's occupational potential. These include self-concept and the sense of competence; such motivational aspects of occupational development as aspirations, expectations, and attitudes; and the ac-



quisition of educational means to occupational attainment (the acquisition of knowledge, training, and skills through career education, vocational education, and the practical arts). Modeling sex-typed behaviors, sex-stereotyped expectations and attitudes, and different behavioral interaction patterns with male and female students are among ways in which teachers contribute to differences in occupational development. Parental attitudes, expectations, and sex role socialization practices and peer and visual media influences also contribute to sex differences in occupational development. Sex role stereotypes and sex-typed occupational aspirations are modifiable. Therefore, educators must develop and implement effective nonsexist interventions at the elementary and secondary level. (A bibliography containing 267 items is included.) (MN)

**ED 198 298** **CE 027 952**

The State of Hawaii Department of Education Job

Sharing Pilot Project.

Hawaii State Dept. of Education, Honolulu.

Pub Date—Sep 78

Note—28p; Some of the example forms will not reproduce well due to small print.

Available from—Department of Education (OPS), P.O. Box 2360, Honolulu, HI 96804 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Elementary Secondary Education, \*Employment Practices, Employment Qualifications, Feasibility Studies, Job Applicants, \*Part Time Faculty, Pilot Projects, \*Public School Teachers, State Departments of Education, \*Teacher Employment, Teacher Employment Benefits, Teacher Participation, Teacher Selection, Teacher Supply and Demand, \*Teaching Load

Identifiers—Hawaii, \*Job Sharing

Intended to test the feasibility of job-sharing in Hawaii's schools, this project was set up to provide job sharing of one hundred teaching positions on a fifty-fifty basis between experienced tenured teachers and new hires. The report describes the purpose and intent of the project; defines job sharing; establishes tentative guidelines for start-up; sets criteria for selecting job sharers; outlines the job sharing application procedure and a tentative time schedule for the project; and sets up administrative controls, including mechanisms for principal approval, changes, and termination. It also contains the forms used in setting up the project, including the following: employee fringe benefits, request for job sharing, proposed job sharing plan, teacher request for job sharing, applicant summary selection sheet, new hire and summer school hire teacher interview assessment sheet, temporary teacher's appointment agreement, and notification of personnel action. (KC)

**ED 198 299** **CE 027 956**

Hayhe, Howard Johnson, Beverly L.

Perspectives on Working Women: A Databook.

Bureau of Labor Statistics (DOL), Washington,

D.C.

Report No.—BLS-Bull-2080

Pub Date—Oct 80

Note—116p; Not available in paper copy due to small, brown type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Age, Demography, Educational Attainment, \*Educational Background, \*Employed Women, \*Employment, \*Employment Patterns, \*Family Status, Hispanic Americans, Income, Individual Characteristics, Labor Force, Marital Status, Multiple Employment, Race, Sex Differences, Socioeconomic Status, Tables (Data), Tenure, Unemployment, Work Experience

Identifiers—Current Population Survey, United States

This databook presents 100 tables of statistics on the characteristics of working women in the United States and their changing socioeconomic status, especially during the 1970s. Most of these statistics are from the Current Population Survey (a household sample survey conducted monthly for the Bureau of Labor Statistics by the Bureau of the Census). Part 1 contains fifteen tables on the labor force participation of women between 1950 and 1979, with emphasis on trends during the 1970s.

Five tables on the extent of work experience of men and women are provided in part 2. Part 3 consists of sixteen tables, which detail working women's marital, family, and child status. Changes in women's school enrollment and education are the subject of eleven tables in the fourth part. The seventeen tables provided in part 5 examine the earnings and income of women and families. Part 6 contains nineteen tables of data by race and Hispanic origin, and part 7 presents fourteen tables of additional information, including data on such subjects as job tenure and moonlighting. Part 8 concludes with three tables on labor force and employment patterns at the outset of the 1980s. (MN)

**ED 198 300** **CE 027 958**

Plans for the Development of a Regional Program

of Optometric Education in the Western United

States. Final Report, September 20, 1978-June

30, 1980. The Comprehensive Report.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Allied Health Professions.

Pub Date—80

Contract—HRA-232-78-0130

Note—607p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Access to Education, Educational Cooperation, Geographic Distribution, Higher Education, Intercollegiate Cooperation, \*Labor Needs, \*Labor Supply, Models, Needs, Needs Assessment, Optometrists, \*Optometry, Program Development, Regional Cooperation, \*Regional Planning, \*Regional Programs

Identifiers—\*United States (West), Western Interstate Commission for Higher Education

This final report summarizes work performed by the Western Interstate Commission for Higher Education (WICHE) to develop a plan to regionalize optometric education in the western states. WICHE worked closely with a project advisory committee and the region's three schools of optometry to develop a regional plan. Personnel supply and demand in the western states were surveyed, and other regional educational plans were examined for their applicability to optometry in the West. It was found that the existing 3 schools of optometry can meet the needs of the 13 western states for educational opportunity and for labor supply; and that although supply is favorable, some maldistribution of practitioners exists among the states. The plan developed by WICHE includes the following program components: (1) access and admission based on the needs of each state; (2) a cooperative network of off-campus clinical training sites; (3) a manpower program to encourage distribution; (4) resource sharing among the three schools of optometry; and (5) a financial plan. Coordination of the plan would occur at three levels: among schools, within each state, and at the regional level. A phased implementation schedule and budget are included. Although the region could support the plan's operation, further funding would be required to develop the new program components. (Author/KC)

**ED 198 301** **CE 027 959**

Hammond, Peirce Adelman, Clifford

Postsecondary and Adult Education: Current

Activities and Directions at the National Institute

of Education.

Department of Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Note—30p.

Pub Type—Reference Materials - Bibliographies

(131) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Development, \*Adult Education, Adult Learning, Affirmative Action, Annotated Bibliographies, Career Development, Civil Rights, Demonstration Programs, Educational Administration, \*Educational Development, Educational Improvement, \*Educational Research, Equal Education, Equal Opportunities (Jobs), Females, Financial Support, \*Information Dissemination, Minority Groups, \*Postsecondary Education, Program Descriptions, Program Evaluation, \*Technical Assistance, Vocational Education

Identifiers—\*National Institute of Education

This document provides a review of the post-

secondary and adult education activities (both current and planned) sponsored by the National Institute of Education's (NIE) three major program units. The first section focuses on activities of the Program on Educational Policy and Organization, including activities of the Postsecondary Organization and Management Studies Team, Postsecondary Education Finance Team, Postsecondary Desegregation research program, Legal and Governmental Studies Team, and Vocational Education Studies Team. The second section describes activities of the Program on Teaching and Learning, which have three emphases: adult learning, adult career development, and assessment of adult development and educational programs affecting adults. In the third section activities of the Program on Dissemination and Improvement of Practice are discussed. These include the Educational Resources Information Center (ERIC) system and its sixteen clearinghouses and the Program to Increase the Participation of Minorities and Women in Educational Research and Development. The appendix is an annotated bibliography of recent NIE publications on postsecondary and adult education on these topics: general postsecondary; non-traditional postsecondary and adult learning; postsecondary organization, management, and finance; and women's studies. (YLB)

**ED 198 302** **CE 027 962**

Williams, Trevor And Others

School and Work in Prospect: 14-Year-Olds in

Australia. ACR Research Monograph No. 10.

Australian Council for Educational Research, Hawthorn.

Pub Date—81

Note—131p; For a related document see ED 189 377.

Available from—Lawrence Verry, Inc., River Road, CT 06255.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adolescents, Basic Skills, Demography, Educational Attainment, \*Educational Background, \*Education Work Relationship, Elementary Education, Ethnic Origins, \*Family Characteristics, National Surveys, \*Occupational Aspiration, Questionnaires, Rural Environment, School Location, School Role, Secondary Education, Self Concept, Sex, \*Socioeconomic Background, Socioeconomic Status, \*Student Educational Objectives

Identifiers—\*Australia

A study examined the educational and occupational plans of Australian fourteen-year-olds as part of program of research on the transition to adulthood. A twenty-item questionnaire was administered to 969 students in 243 schools across Australia. The questionnaire contained items pertaining to respondents' State of residence, school system attended, year of schooling, school rurality, family background, sex, achievement in basic skills, achievement difficulties experienced, support of significant others, and self-concept of ability. Factors found to affect student achievement in primary school included school rurality, family rurality, ethnicity, large family size, family socioeconomic status, and sex. Failure to master basic literacy and numeracy skills at the primary school level was directly linked to learning difficulties at the high school level. Successful mastery of basic skills at the primary level was also connected to self-conceptions of ability and plans to complete high school. Being non-English born and from a socioeconomically-disadvantaged family also had a positive effect on the decision to complete high school and seek further education. Family socioeconomic status and self-concept of ability exerted the two largest effects on occupational aspirations, with sex and family size also figuring as factors. (The questionnaire is appended.) (MN)

**ED 198 303** **CE 027 968**

Hienstra, Roger Brown, Victor H.

Eldercollege 1978/79.

Pub Date—79

Note—157p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Adult Programs, Aging (Individuals), College Programs, \*Continuing Education, Courses, Demonstration Programs, Needs Assessment, \*Older Adults, Postsecondary Education, Program Descriptions, \*Program Development, Program Evaluation, Retirement,

## Student Needs

**Identifiers—**Eldercollege, Iowa State University  
This document describes the development of the Eldercollege program at Iowa State University and the demonstration program in spring 1979 and also contains various program materials as appendices. The narrative portion begins by focusing on the assessment of college-level education needs for older and retired persons in central Iowa, one of the initial steps in the planning and programming of Eldercollege. A second section describes the spring 1979 demonstration program which offered the course Foreign Cultures, and two topical forums—Elder-assemblies—in which older and retired persons received college-level instruction and discussed topics of mutual interest and concern. Other brief sections concern external and internal funding of the program, graduate student involvement, and conclusions and recommendations. Appendices, amounting to over two-thirds of the document, include (1) a Proposal to Develop "Eldercollege": Credit and Non-Credit College-Level Learning Opportunities for Older Adults, (2) plan of work and funding documents, (3) opinionnaire and cover letter, (4) opinionnaire data, (5) registration form, (6) syllabus for course in Foreign Cultures, and (7) Eldercollege Evaluation (form and results) by students in Foreign Culture course. (YLB)

**ED 198 304** CE 027 970

*Hienstra, Roger, Ed.*

**Policy Recommendations Related to Self-Directed**

**Adult Learning. Occasional Paper No. 1.**

Syracuse Univ., N.Y.

Pub Date—Sep 80

Note—60p.

Available from—EDAS Division Office, 106 Huntington Hall, Syracuse University, Syracuse, NY 13210 (\$2.50).

**Pub Type—**Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Adult Education, Adult Educators, \*Adult Learning, \*Adult Students, Guidelines, \*Independent Study, Policy, \*Policy Formation, \*School Role, \*Teacher Role, Workshops

This report is a compilation of the presentations given at a three-credit workshop on self-directed adult learning held July 14-25, 1980, at Iowa State University, Ames, Iowa. An introductory section overviews the workshop, the purpose of which was to initiate the development of policy guidelines for both facilitators of learning and learners themselves. Procedures for developing and writing policy statements are described. This section also contains a discussion of the state of the art, definitions of terms, and mission statement. The second section presents the policies and implementation recommendations for professional adult educators derived during the workshop. They are divided into three categories: (1) adults as learners—the student perspective, (2) adult educators—the teacher/facilitator/researcher perspective, and (3) adult education institutions and organizations—the institutional perspective. Appendices, amounting to approximately one-half of the report, include workshop information as well as materials used during the workshop. (YLB)

**ED 198 305** CE 027 971

*Kanun, Clara Pontiff, Harold*

**Building Officials Institute Needs Assessment Report for Conferences Department.**

Minnesota Univ., Minneapolis. Dept. of Continuing Education and Extension.

Pub Date—Aug 80

Note—62p.

**Pub Type—**Reports - Evaluative (142) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Adult Education, \*Buildings, Conferences, Continuing Education, \*Educational Needs, Equipment Standards, \*Information Needs, \*Inspection, \*Institutes (Training Programs), Needs Assessment, \*Organizations (Groups), Tables (Data)

**Identifiers—**\*Building Inspectors, Subject Area Preferences

A study assessed the stated needs and opinions of both past and potential Building Officials Institute participants in order to incorporate these views into the planning process for future institutes. A total of 606 people connected with building inspection or related areas (general building, housing, plumbing, mechanical trades, electrical trades, architecture,

design, fire fighting, housing evaluation, plan reviewing, and energy conservation) responded to a needs assessment questionnaire covering forty-seven different areas. Information was obtained on respondent's background characteristics, current working status, and usual working situation. Respondents were asked to rank the importance of eight information categories including basic information in their field and in other fields, advanced information in their own and other fields, updates in code legislation, information on building inspection department administration, specialized problems in building inspection, and treatment of energy problems. Twelve Institute session topics and six general interest topics (including public relations, budgeting, principles of supervision, consumer education, and preparing written reports) were assessed by the respondents with respect to their importance as Institute subjects. Ten questions pertaining to attendance at future conferences were also asked. (Forty-two tables are included.) (MN)

**ED 198 306** CE 027 974

*Robbins, J. Nevin*

**Understanding Human Need: A Conceptual Approach.**

Pub Date—81

Note—33p.; Paper presented at the Eastern Educational Research Association (Philadelphia, PA, March 12-14, 1981).

**Pub Type—**Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Adult Education, Affiliation Need, \*Definitions, \*Human Services, \*Individual Needs, Literature Reviews, \*Need Gratification, Psychological Needs, Research Needs, Social Influences, Synthesis

**Identifiers—**Physiological Needs, Social Needs

If human service personnel are to serve clients effectively, they must understand the condition of human need and the objects of need which satisfy the condition. While definitions of need vary according to academic discipline, a review of literature in ten academic areas revealed that need as a human condition is based upon the existence of particular unmet requirements for well being. Need is constantly in a state of interaction with the needful party's values, health, experience, environment, and other characteristics, and is resolved through a sequence of internal stages. Thus, need is a dynamic process rather than a static condition. Five types of needs (physiological, psychological, social, personal, and integrative) have been identified. Their intensity ranges from survival to inconsequential, and their social scope ranges from individual to societal. If applied in practice, these need concepts and definitions provide means for improving the analysis of human service clientele needs and for enhancing the utilization and effects of program resources. While existing literature characterizes need in several ways, it also highlights the necessity for further investigation of the process by which people perceive their own needs or the indicators that reliably characterize need concepts. (MN)

**ED 198 307** CE 027 975

**Summary of Proceedings of the Dissemination Conference on Occupational Research at Texas A&M University, Rudder Conference Center (College Station, Texas, April 15-16, 1980).**

Texas A and M Univ., College Station. Coll. of Education.

**Spons Agency—**Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—Jun 80

Contract—TEA-00230033

Note—47p.; For a related document see ED 178 729.

**Pub Type—**Collected Works - Proceedings (021) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Abstracts, Career Education, \*Educational Needs, \*Educational Research, Employment Patterns, Federal Legislation, Financial Support, Grants, Grantsmanship, Labor Market, Proposal Writing, \*Research Needs, \*Research Projects, School Business Relationship, School Role, State Programs, \*Vocational Education

**Identifiers—**Texas

These proceedings of a dissemination conference on occupational research in Texas contain the texts of five reports and the abstracts of twelve research projects dealing with various aspects of vocational education. In the keynote address, on free enterprise and vocational education, the role of voca-

tional education in preserving free enterprise is discussed. Next, a report discusses research perspectives for the eighties; priorities and constraints imposed upon vocational research by public law and federal rules and regulations are overviewed. Presented in the third report are highlights of a 1980 Texas statewide conference at which representatives from the business community and industry spoke about the changes occurring in these areas and about the impact of these changes on the job market and on all levels of vocational education. In the fourth report, on grantsmanship, procedures for locating sources of funding and writing proposals are outlined. The need for vocational research and vocational programs that will be more responsive to the needs of business and industry are discussed in the final report. Abstracts of twelve vocational education research projects funded in Texas in 1979 and 1980 are provided. (MN)

**ED 198 308** CE 027 976

*Roy, Cynthia B. And Others*

**Developing Curriculum for Interpreter Training Programs in Vocational Education. Final Report, July 1, 1979-June 30, 1980.**

Texas State Technical Inst., Waco.

**Spons Agency—**Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—30 Jun 80

Note—532p.; Some pages will not reproduce well due to light print.

**Pub Type—**Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF02/PC22 Plus Postage.**

**Descriptors—**Annotated Bibliographies, Competence, \*Curriculum Development, Curriculum Evaluation, Curriculum Guides, \*Deaf Interpreting, Educational Needs, Guidelines, \*Hearing Impairments, Inservice Education, Instructional Materials, Job Skills, Job Training, Learning Modules, Material Development, Models, Needs Assessment, Postsecondary Education, Program Development, \*Program Effectiveness, Sign Language, Validated Programs, \*Vocational Education

**Identifiers—**\*American Sign Language

A project was conducted to develop a curriculum for training interpreters to use American Sign Language (ASL) to serve the deaf. The three-phase project involved (1) a task analysis to catalog the skills needed by interpreters and location of existing materials to determine areas where material needed to be developed; (2) development of a model training program that included flexible curricula and comprehensive syllabi; and (3) validation of the curriculum by using part of the materials in an inservice training for nine non-certified interpreters already in the field. Comparison of the pre- and posttests administered during the one-day pilot inservice attested to the project's success by indicating a 50 percent increase in accuracy to questions covering materials in the tested module. Project recommendations called for continued curriculum development, audio-visual material development, and further field testing. (Nineteen appendices—98 percent of the document—include the following tangible products of the project: a task inventory and analysis, an interpreter training curriculum outline, model program guidelines and design, course syllabi for the curriculum outline, an in-depth instructional module for teaching interpretation skills with format and style developed for all modules, and an annotated bibliography.) (MN)

**ED 198 309** CE 027 977

*Craig, Bruce M. And Others*

**A Preliminary Report on the Development and Implementation of a Federal Manpower Policy for the Field of Aging, as Required by Section 402(b) of the Older Americans Act of 1965, as Amended. Report to the Congress.**

Administration on Aging (DHHS), Washington, D.C.

Report No.—DHHS-OHHS-81-20048

Pub Date—30 Sep 80

Note—177p.

**Pub Type—**Reports - Descriptive (141) — Reports - Research (143)

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors—**Adult Education, Adults, Aging (Individuals), Demography, Educational Needs, Educational Policy, Educational Practices, Employment Patterns, Employment Problems, Federal Legislation, \*Federal Programs, Individual

Needs, Job Training, Labor Force, Labor Force Development, Labor Needs, Minority Groups, Needs Assessment, \*Older Adults, \*Personnel Needs, Personnel Policy, Policy, \*Policy Formation, Postsecondary Education, \*Program Development, Program Effectiveness, \*Program Implementation, Public Policy, Research Projects, Research Reports

Identifiers—Administration on Aging, Older Americans Act 1965, \*Older Americans Act Amendments 1978

This report describes the efforts conducted by the Administration on Aging in response to the congressional mandate to develop and implement a national policy for the field of aging in accordance with the requirements set forth in the Older Americans Act Amendments of 1978 (PL 95-478). The current status of education, training, and employment of personnel who work in the field of aging is depicted in terms of issues and problems inherent in the formulation of a unified manpower policy for measuring and meeting personnel needs in the aging field. Priorities expressed in the legislative mandate among federal agency programs, occupations, and employment settings providing services for older persons are outlined. The history and development of the study of the field of aging is covered. Current federal training programs and related manpower development activities pertinent to the field of aging are reviewed, and recent studies on research or program evaluation of education, training, and employment personnel who work with older people are summarized. The findings and recommendations of these studies were analysed with respect to generic issues that have an impact on manpower development and specific priority personnel areas. Immediate manpower policy concerns and projected activities for further compliance with the mandate are discussed. (MN)

ED 198 310 CE 027 979

Bernstein, Judith

People, Words and Change. Literacy Volunteer Handbook.

Algonquin Coll., Ottawa, Ontario. Adult Basic Education Dept.

Pub Date—Mar 80

Note—186p.

Available from—Algonquin College of Applied Arts and Technology, Adult Basic Education Dept., 124 O'Connor St., Ottawa, Ontario K1S 1N3 Canada (\$3.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Adult Literacy, Adults, Guidelines, Instructional Materials, Learning Activities, \*Literacy Education, Program Development, Resource Materials, Self Evaluation (Individuals), \*Teaching Guides, Teaching Methods, \*Tutorial Programs, Tutors, \*Volunteers

This literacy program guidebook contains specific information for use by volunteer tutors involved in an adult literacy project in Ottawa, Canada, as well as general information on reading instruction techniques, literacy skills, literacy curricula, and resource materials. The origins, objectives, structure, and operations of the Ottawa program entitled "People, Words, and Change" are outlined. A section devoted to volunteer preparation includes a fact sheet and thoughts on adult learning and literacy. Lesson plans, instructional materials, activities, informal reading skill inventories, and basic teaching principles are discussed in a unit on the first lesson. Sight vocabulary, word patterns, phonics, structural analysis, context clues, and language experience are covered in a unit on reading instruction techniques. Topics examined in a unit on literacy skills include recreational reading, study skills, oral reading, handwriting, spelling, grammar, numerical skills, and functional reading. Curriculum selection and organization are described. A discussion of commercial and non-commercial materials is provided. Appendixes include vocabulary lists, a sample self-evaluation, and lists of common reading difficulties and external literacy and related-area contacts. (MN)

ED 198 311 CE 027 980

Hobart, R. Barry Harris, Roger McL.

Mystery or Mastery? An Evaluation of Performance-Based Teacher Education for TAFE Teachers in Australia.

Adelaide Coll. of the Arts and Education (Australia).

Spons Agency—Tertiary Education Commission, Canberra (Australia).

Report No.—ISBN-0-908087-07

Pub Date—80

Note—302p.; Contains some light print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Adult Education, Adult Educators, \*Competency Based Teacher Education, Definitions, Field Tests, Higher Education, Program Development, \*Program Effectiveness, \*Program Implementation, Questionnaires, State Surveys, Student Attitudes, Teacher Attitudes, \*Technical Education, \*Vocational Education

Identifiers—Adelaide Coll of Arts and Education (Australia), \*Australia, State College of Victoria at Hawthorn (Australia), Sydney Teachers College (Australia)

A study evaluated performance-based teacher education (PBTE) programs conducted in three Australian states in technical and further education (TAFE) programs during 1979 to assess the potential of PBTE for TAFE teacher education and to determine the most effective strategies for its implementation. One institution in each of three states—South Australia, Victoria, and New South Wales—introduced a PBTE program into the teaching methodologies component of its already existing course. The programs involved 145 student teachers, 12 TAFE teacher educators, and 28 field supervisors. The three participant groups supplied data regarding the program's effectiveness through various instruments, including pre- and post-estimate of performance forms, module feedback questionnaires, program evaluation questionnaires, interviews, and evaluation workshops. Data from all three respondent groups indicated that PBTE is an effective teaching method. Opposition to the program from a minority of respondents derived mainly from factors concerning the implementation of the system. Three sets of recommendations relating to the PBTE model, to the components of the system, and to strategies for its implementation were made. Appendixes (one-third of the report) contain information on project personnel and programs, research methods used, and a description of the samples. (MN)

ED 198 312 CE 027 988

Gourley, Frank A. Jr.

Air Conditioning, Heating, and Refrigeration. Competency-Based Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh; North Carolina State Dept. of Energy, Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—Jan 80

Note—723p.; For related documents see CE 027 989-994.

Available from—North Carolina State Department of Community Colleges, Room 101, Education Building, Raleigh, NC (Write for price).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Air Conditioning, Community Colleges, \*Competency Based Education, Course Descriptions, Curriculum Development, Curriculum Guides, Educational Equipment, Educational Resources, \*Heating, \*Job Analysis, Minimum Competencies, Postsecondary Education, \*Refrigeration, Two Year Colleges, \*Vocational Education

This manual was developed to serve as an aid to administrators and instructors involved with postsecondary air conditioning, heating, and refrigeration programs. The first of six chapters contains general information on program implementation, the curriculum design, facilities and equipment requirements, and textbooks and references. Chapter 2 describes the project procedures utilized in developing the curriculum. Suggested job descriptions and job competencies for air conditioning, heating, and refrigeration are given in the third chapter. Chapter 4 is comprised of the actual curriculum including course outlines for two air conditioning, heating, and refrigeration mechanic courses. For all other courses, brief topical outlines are provided. A detailed listing of equipment necessary to start an air conditioning, heating, and refrigeration mechanic program for eighteen students is given in the fifth chapter. The final chapter, Resources, lists 279 books and 319 training aids. Appended sections include Air Conditioning, Heating, and Refrigeration Tasks: Response from Industry; Tasks by Job Levels; and Air Conditioning, Heating, and Refrigeration

tion Competencies and Criterion Measures. (LRA)

ED 198 313 CE 027 989

D'Armond, Jack And Others

Automotive Body Repair Competencies.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Jul 80

Note—164p.; For related documents see CE 027 988-994.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Auto Body Repairers, Auto Mechanics, Community Colleges, Competency Based Education, \*Job Analysis, Job Performance, Job Skills, \*Minimum Competencies, Motor Vehicles, \*Occupational Information, \*Painting (Industrial Arts), Postsecondary Education, Repair, Two Year Colleges, \*Vocational Education

Designed to provide a model curriculum and guidelines, this manual presents tasks that were identified by employers, employees, and teachers as important in a postsecondary auto body repair curriculum. The tasks are divided into ten major component areas of instruction: metalworking and fiberglass, painting, frame and suspension, glass and trim, estimating, electrical, cooling systems, accessories, servicing, and welding. For each task statement, the task analysis identifies the competency required, the criterion of satisfactory performance, the skills or process the employee must have or follow in performing the task, the knowledge or theory one must know to perform the task effectively, and attitudes and values needed to be successful in carrying out the task. Following the task analyses, a curriculum model provides a curriculum description, courses by quarters, and course descriptions with the suggested tasks to be taught in each course. (The task inventory is appended.) (LRA)

ED 198 314 CE 027 990

Overton, R. Jean And Others

Business Administration: Competency-Based Curriculum Development. A Curriculum Guide for a Two-Year Postsecondary Program.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[79]

Note—439p.; Not available in print copy due to print quality. Parts of appended materials will not reproduce well due to small print. For related documents see CE 027 988-994.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Business Administration, \*Business Education, Community Colleges, \*Competency Based Education, Course Descriptions, Curriculum Guides, \*Job Analysis, \*Managerial Occupations, Postsecondary Education, Two Year Colleges, Vocational Education

Identifiers—North Carolina

This business administration curriculum is designed to prepare an individual for entry into middle-management occupations in various businesses and industries. The first two chapters in the manual give an overview of business administration in the North Carolina community college system and the competency-based curriculum development project from which the curriculum was derived. Chapter 3 comprises the bulk of the manual and presents the actual curriculum. The first part of this chapter describes the purpose and need for a business administration curriculum, then provides basic business functions performed in management, a listing of standard and specific job competencies and criteria measures, a curriculum model, and course descriptions. The final chapter provides general guidelines for program implementation including a discussion of advisory committees, faculty, facilities and equipment, and references. Appended materials include the career opportunity survey instrument and results and the task survey instrument and results. (LRA)

ED 198 315 CE 027 991

Braswell, Robert And Others

Diesel Vehicle Maintenance Competencies.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Aug 80

Note—337p.; Appended survey data will not reproduce well due to small print. For related documents see CE 027 988-994.

Pub Type—Guides - Non-Classroom (055)



**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—\*Auto Mechanics, Community Colleges, Competency Based Education, \*Diesel Engines, \*Job Analysis, Job Performance, Job Skills, \*Minimum Competencies, Motor Vehicles, \*Occupational Information, Postsecondary Education, Two Year Colleges, \*Vocational Education. Designed to provide a model set of competencies, this manual presents tasks which were identified by employers, employees, and teachers as important in a postsecondary diesel vehicle maintenance curriculum. The tasks are divided into seven major component areas of instruction: chassis and suspension, diesel engines, diesel fuel, electrical, hydraulics, power trains, and service. For each of the 197 task statements, the task analysis identifies the competency required, the criterion of satisfactory performance, the skills or process the employee must have or follow in performing the task, the knowledge or theory one must know to perform the task effectively, and attitudes and values needed to be successful in carrying out the task. (The task inventory is appended.) (LRA)

ED 198 316

CE 027 992

**Secretarial Science. Curriculum Guides for Two-Year Postsecondary Programs. Volume I.**  
North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—79

Note—303p.; Not available in paper copy due to small and light print. For related documents see CE 027 988-994.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Business Education, Community Colleges, \*Competency Based Education, Course Descriptions, \*Curriculum Development, Curriculum Guides, Educational Media, Instructional Materials, \*Job Analysis, Minimum Competencies, Office Machines, \*Office Occupations Education, Offices (Facilities), Postsecondary Education, Program Development, \*Secretaries, Two Year Colleges

Identifiers—North Carolina

The first of three volumes in a postsecondary secretarial science curriculum, this manual provides a systematic approach to analyzing the tasks performed by office workers in designing and developing secretarial science programs. Following an introductory chapter that describes the organization of the manual, chapter 2 outlines the competency-based curriculum development project of which the manual is a part. In chapter 3, the North Carolina secondary business and office education program is described. Chapter 4 presents a discussion of curriculum advisory committees and student organizations. Recommendations for qualified faculty and staff and professional organizations are discussed in chapter 5. Suggestions for facilities, equipment, and instructional aids needed to implement a particular secretarial science program are presented in the sixth chapter. In the final chapter, secretarial and general office curricula are described and office and business education competencies are listed. Appended material includes task surveys and results, equipment lists, curriculum models, and the New Office and Business Education Learning System (NOBELS) competencies. (Volume 2 and 3, containing the course syllabi and abstract, are also available.) (LRA)

ED 198 317

CE 027 993

**Secretarial Science. Curriculum Guides for Two-Year Postsecondary Programs. Volume II.**  
North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—79

Note—476p.; Not available in paper copy due to small, light print. For related documents see CE 027 988-994.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Business Communication, \*Business Education, Business English, Community Colleges, \*Competency Based Education, Course Content, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, \*Individual Development, Interpersonal Relationship, Mathematics, \*Office Occupations Education, Postsecondary Education, Program Development, \*Secretaries, Two Year Colleges

The second of three volumes in a postsecondary

secretarial science curriculum, this manual contains course syllabi and abstracts of twenty-three courses included in the curriculum. Business and related courses abstracted include Introduction to Business, Business Mathematics, Business Law I, Economics I, and Survey of Data Processing Systems. General education courses abstracted include Grammar, Composition, Report Writing, Oral Communication, Business Communication, and Interpersonal Relationships and Communications. Each abstract is comprised of the following parts: course description, course hours per week, quarter hours credit, prerequisites, course content outline, and suggested textbooks. Course syllabi are provided for twelve secretarial science technical courses including Accounting; Office Machines 1, 2, and 3; Office Management; Office Procedures; Personal Development; Principles of Supervision; and Records Management. Each course syllabus is comprised of the following parts: (1) course description; (2) course objectives; (3) major divisions of course content; (4) credits, hours, and prerequisites; (5) evaluation; (6) content outline; and (7) a bibliography. (Volumes 1 and 3 are also available.) (LRA)

ED 198 318

CE 027 994

**Secretarial Science. Curriculum Guides for Two-Year Postsecondary Programs. Volume III.**  
North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—79

Note—477p.; Not available in paper copy due to uneven print quality. For related documents see CE 027 988-993.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Community Colleges, \*Competency Based Education, Course Content, Course Descriptions, Course Objectives, Course Organization, Curriculum Guides, \*Office Occupations Education, Postsecondary Education, Program Development, \*Secretaries, \*Shorthand, Two Year Colleges, \*Typewriting

Identifiers—\*Word Processing

The third of three volumes in a postsecondary secretarial science curriculum, this manual contains course syllabi for thirteen secretarial science technical courses. Course titles include Shorthand 1-3; Shorthand Dictation and Transcription, 1-3; Terminology and Vocabulary: Business, Legal, Medical; Typewriting, 1-5; and Word Processing. Each course syllabus is comprised of the following parts: (1) course description; (2) course objectives; (3) major divisions of the course content; (4) credits, hours, and prerequisites; (5) evaluation; (6) content outline; and (7) a bibliography. (Volumes 1 and 2 are also available.) (LRA)

ED 198 319

CE 027 996

**Synthesis of Word Origination Research and Application for Business Communication Curricula.**  
Cleveland State Univ., Ohio. James J. Nance Coll. of Business Administration.

Pub Date—[80]

Note—26p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Business Communication, Business Correspondence, \*Business Education, \*Business Skills, Communication Research, Communication Skills, Competency Based Education, Educational Objectives, \*Educational Research, Higher Education, Minimum Competencies, Research Needs, Verbal Communication, Vocabulary

Identifiers—\*Dictation, Transcription Method, \*Word Processing

This paper addresses the question of how dictators interface with word processing personnel and what procedures to use to create the input that is transcribed into the finished business document. The first of three major sections in the review reports the status of word processing technology. It is noted that the 1978 word processing market level was \$1.5 billion and 120,000 units, a 33 percent increase over 1977. Section 2 is a review of word origination research and it reports that few word origination studies have addressed the importance of dictation skills and the formal training related to these skills. The studies reviewed are divided into four categories: word origination usage patterns, correspondence costs, dictation training, and dictation competencies. The final section of the paper contains suggested techniques for implementing dicta-

tion training in business communication curricula. Included are (1) create a favorable attitude toward dictation and word processing, (2) develop the thought process for dictation, (3) teach specific rules for the actual dictation, (4) develop skill in use of equipment, (5) teach how to evaluate the end product, (6) be as intensive as possible in consideration of time and equipment available, and (7) integrate dictation training into business communication curricula consistent with course objectives. A list of dictation competencies is appended. (LRA)

ED 198 320

CE 027 997

Thomas, Steven D.

**Farm Record Keeping: An Instructional Unit for Teachers of Adult Education in Agriculture.**

Kentucky Univ., Lexington. Coll. of Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—80

Note—188p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Accounting, \*Adult Education, \*Agricultural Education, Behavioral Objectives, \*Farm Accounts, \*Farm Management, Farm Occupations, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, \*Recordkeeping, Records (Forms), Vocational Education, \*Young Farmer Education

This instructional unit on farm recordkeeping is intended as a guide for use by teachers in planning and conducting young farmer and/or adult education classes. The unit consists of thirteen problems on the following topics: planning for farm recordkeeping, recording inventories, recording depreciable items, recording farm expenses, recording cash sales, recording resale items bought, recording capital items sold, recording capital items bought, recording resale items sold, recording social security data, recording income and non-farm expenses, recording a farm business summary, and managing taxes. Each problem contains an objective, a statement and an analysis of the problem, suggestions for teaching the lesson, and suggested teaching materials. Individual lessons include a variety of forms, charts, illustrations, and examples of selected tax and bookkeeping-related computations. Appendixes (one-third of the unit) contain a bibliography of supplementary resources, a sample recordkeeping problem involving one year in the operation of an owner-operated farm, a glossary, and an instructional unit evaluation questionnaire for teachers of vocational agriculture. (MN)

ED 198 321

CE 028 002

**Energy Awareness Curriculum, 1980.**

Seward County Community Coll., Liberal, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date—80

Note—289p.; Some pages may not reproduce well due to light print. For related documents see CE 028 003-004.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Adult Education, \*Air Conditioning, Behavioral Objectives, \*Building Design, Building Innovation, Community Colleges, \*Conservation Education, Construction (Process), Construction Materials, Continuing Education, Course Content, Depleted Resources, \*Energy Conservation, Equipment, Fuel Consumption, Fuels, \*Heating, Heat Recovery, Instructional Materials, Learning Modules, Lighting, Lighting Design, Motor Vehicles, Natural Resources, Postsecondary Education, Structural Elements (Construction), Technical Education, Underground Facilities, Vocational Education

This curriculum guide contains course content for a series of "mini-courses" that can be presented in an adult continuing education program in area technical-vocational schools and community colleges. The program consists of nine modules, each divided into units and including learning objectives and student handouts. The modules cover the following areas: (1) awareness of the energy dilemma—an introduction and prerequisite for the other courses; (2) surveying energy usage—a brief assessment of the energy used in the United States by the various energy-user categories; (3) utility bills and economics of energy conservation—a discussion of energy pricing, the development of power utility rate structure, and natural gas rate fluctuations; (4) how to

search for energy conservation opportunities—a presentation of opportunities for the individual and the community to save and to conserve energy in the automobile, the home, and the use of appliances; (5) lighting conservation opportunities—lighting for energy conservation; (6) hot water heating conservation opportunities—techniques for selecting, installing, and operating the domestic hot water heater; (7) appliance energy conservation opportunities—techniques for purchasing, operating, and maintaining appliances; (8) building construction versus energy consumption—factors involved in building an energy-efficient home; and (9) heating, ventilating, and air conditioning conservation—principles of heating and cooling buildings. Lists of printed and audiovisual resources are included. (KC)

**ED 198 322** CE 028 003  
Solar Curriculum Guides, 1980.

Seward County Community Coll., Liberal, Kans.  
Spons Agency—Kansas State Dept. of Education,  
Topeka. Div. of Vocational Education.

Pub Date—80  
Note—376p.; For related documents see CE 028 002-004.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC16 Plus Postage.**  
Descriptors—\*Air Conditioning, Community Colleges, Curriculum Guides, Energy Conservation, \*Heating, Learning Modules, Postsecondary Education, Resource Materials, \*Solar Radiation, \*Technical Education, \*Technical Occupations

**Identifiers—Energy Occupations**  
This document contains an outline for a curriculum to train solar energy technicians in community colleges. The guide contains eight courses, each of which is divided into one to five modules. Modules, in turn, are divided into units, and units contain student handouts appropriate to the material. The following eight courses are included in this curriculum guide: (1) solar applications and future technology; (courses 2 and 3 missing); (4) introduction to solar energy, with modules on the sun and radiation, solar energy collection, solar energy storage, solar systems, and future outlook for solar; (5) control theory and application, with a module on general control; (6) materials and fabrication, with modules on basic materials, fabrication, and air distribution; (7) collectors and energy storage, with modules on collectors, solar storage, and installation; and (8) solar heating and cooling systems, with modules on system designs, retrofitting, and servicing. Prerequisites for persons entering the solar energy technician curriculum and a list of resources are included. (KC)

**ED 198 323** CE 028 004  
Solar Technology Curriculum, 1980.

Seward County Community Coll., Liberal, Kans.  
Spons Agency—Kansas State Dept. of Education,  
Topeka. Div. of Vocational Education.

Pub Date—80  
Note—62p.; For related documents see CE 028 002-003.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Air Conditioning, Community Colleges, Course Content, Curriculum Development, Energy Conservation, \*Heating, Instructional Materials, Learning Activities, Postsecondary Education, Resource Materials, \*Solar Radiation, \*Technical Education, \*Technical Occupations

**Identifiers—Energy Occupations**  
This curriculum guide contains lecture outlines and handouts for training solar technicians in the installation, maintenance, and repair of solar energy hot water and space heating systems. The curriculum consists of four modular units developed to provide a model through which community colleges and area vocational/technical schools can respond to training requirements and manpower needs as the market for solar systems progresses. The four units can serve as an extension of an existing occupational program or as a short-term intensive training program for individuals engaged in the heating and air conditioning industry. The four units include solar radiation and introduction to solar technology, solar construction techniques and materials, solar domestic hot water systems, and solar space heating systems. Each unit consists of performance objectives, presentation, training aids, and references; and some units contain learning activities. Twenty handouts for students cover the following topics: the

earth's orbit, solar energy, heat transfer, Kansas laws concerning energy conservation and solar energy systems, terminology, basic systems, safety, soldering and brazing, symbols, valves, pumps, availability of solar energy, residential hot water requirements, design calculations, direct heating-thermosiphon system, direct heating-pumped system, indirect heating-pumped system with heat exchanger, active solar heating and cooling, common operating modes, and common problems. (Author/KC)

**ED 198 324** CE 028 005  
Ewing, Samuel D., Jr. Maloney, Clifton H. W.

**Minority Capital Resource Handbook. A Guide to Raising Capital for Minority Entrepreneurs.**  
Second Edition.

Security Industry Minority Capitol Foundation,  
Washington, D.C.

Pub Date—80  
Note—55p.

Available from—Securities Industry Minority Capital Foundation, 490 L'Enfant Plaza East, S.W., Washington, DC 20024 (\$5.00; 11-100 copies, \$2.00 each; 100 or more copies, \$1.00 each).

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Business, \*Capital, Financial Needs, \*Fund Raising, Guidelines, Investment, \*Minority Groups, Needs Assessment, Program Proposals, Proposal Writing, \*Resources

**Identifiers—Entrepreneurs, \*Minority Enterprise Small Business Investment Cos, Small Businesses**  
This minority capital resource handbook consists of a guide to raising capital for minority entrepreneurs and a listing of sources that provide such capital. The first section deals with the process of raising capital. The realities of raising capital, intermediaries and financial advisors, and assessing needs are outlined. Factors considered in evaluating the entrepreneur team and the venture are discussed. Six points to consider when presenting a proposal to an investor are examined, and a sample proposal is provided. The investigation and negotiation stages and post-financing relationships are also described. Individual investors and various institutions are discussed as potential sources of capital. The following types of institutions are covered: commercial banks, the small business administration, small business investment companies, venture capital firms, corporate venture capital activities, and minority enterprise small business investment companies (MESBICs). MESBICs in twenty-one states (California, Connecticut, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Michigan, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Texas, Virginia, Washington, West Virginia, and Wisconsin) are listed. A page of miscellaneous sources and a brief bibliography are provided. (MN)

The following types of institutions are covered: commercial banks, the small business administration, small business investment companies, venture capital firms, corporate venture capital activities, and minority enterprise small business investment companies (MESBICs). MESBICs in twenty-one states (California, Connecticut, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Michigan, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Texas, Virginia, Washington, West Virginia, and Wisconsin) are listed. A page of miscellaneous sources and a brief bibliography are provided. (MN)

**ED 198 325** CE 028 008  
Chimene, Dvace G.

**Future Participants in Adult Education.**

Pub Date—7 Feb 81

Note—38p.; Paper presented at the Lifelong Learning Research Conference (College Park, MD, February 7, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*Adult Students, \*Educational Background, \*Enrollment Projections, Participant Characteristics, \*Prediction, \*Predictive Measurement, \*Student Characteristics, Trend Analysis

To establish a procedure for use in examining characteristics of future participants in adult education, a study focused on one characteristic—the highest level of education completed among participants in adult education activities. The process followed was to obtain reports from the National Center for Education Statistics (NCES) (an official source), identify subject matter of particular interest, extract and compare pertinent data, identify trends, and project accordingly. Projected rates of participation were determined for four levels of educational attainment: less than four years of high school, four years of high school, one to three years of college, and four or more years of college. Continued monitoring and updating of projections is considered imperative since the validity of the projections is in doubt due to such problems as changes in data bases and assumptions made by the surveys. Repeated

application of the process used is recommended to complete a profile of future participants in adult education. (Extensive data tables are provided. An appendix also contains a comparison of data from the NCES series of reports, "Projections of Education Statistics to..." (YLB)

**ED 198 326** CE 028 014  
White, Michael R., Ed.

**Establishing an Elementary Industrial Arts Program. Monograph 9.**

American Council for Elementary School Industrial Arts, Washington, D.C.

Pub Date—80

Note—72p.; For related documents see ED 187 942-947.

Available from—Dr. William A. Downs, Circulation Manager, G108B, Central Missouri State University, Warrensburg, MO 64093 (\$1.50).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Activity Units, \*Administrator Role, Child Development, Childhood Needs, \*Class Activities, \*Classroom Techniques, Delivery Systems, Diagnostic Teaching, Educational Diagnosis, Educational Facilities, \*Elementary Education, \*Industrial Arts, Industrial Arts Teachers, Integrated Activities, Learning Activities, Needs Assessment, Program Development, Student Evaluation, \*Student Needs, Teacher Participation, Vocational Education

This monograph provides various audiences with background material necessary to the successful establishment of an elementary school industrial arts (IA) program. Chapter 1 discusses needs of children in respect to activity-based learning and addresses concerns teachers have as they move from print media instruction to an activity-based elementary IA program. Chapter 2 describes the general tools, equipment, materials, and processes that elementary teachers have available and provides guidelines for managing the multiple activity classroom and evaluating learners in this environment. In chapter 3 is a description of aspects of early childhood development and ways in which the IA teacher may become involved in elementary school IA. Chapter 4 addresses the role of the administrator in supporting elementary IA programs and personnel. The final four chapters deal with ways of delivering elementary IA to the children: (1) incorporation of IA ideas into classroom activities; (2) organization and conducting of activities that grow out of the needs of children; (3) use of such facilities as separate mobile facilities and portable tool carts and activity centers in regular classrooms; and (4) need and procedures for diagnosing children's needs and prescribing IA activities to meet them. (YLB)

**ED 198 327** CE 028 015  
Chern, Hermine C. And Others

**Evaluation of Career Education Projects, 1979-80.**

Report #8124.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 80

Note—287p.; For related documents see ED 132 169, ED 156 697, and ED 163 038.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Adult Vocational Education, Basic Skills, Bilingual Education, \*Career Education, Daily Living Skills, Disabilities, \*Disadvantaged, Employment Potential, Guidance Programs, Health Occupations, Home Economics, Individualized Instruction, Job Skills, Mainstreaming, Objectives, Parenthood Education, Program Descriptions, \*Program Effectiveness, Program Evaluation, Program Implementation, Remedial Instruction, Resource Centers, Secondary Education, Service Occupations, \*Staff Development, Student Organizations, \*Vocational Education, Work Experience Programs, Work Study Programs

**Identifiers—Philadelphia School District PA**

This document contains evaluations of the thirty vocational/career education programs funded during the 1979-80 school year in the School District of Philadelphia. The first section consists of a brief summary of the conclusions and recommendations concerning each program. The remainder of the document consists of the complete evaluation reports for each of the projects. Each evaluation follows a format providing the following information:

category, project area, proposal number, budget, person responsible for project, and location(s). Narrative portions include (1) project description, (2) project history, (3) project objectives as stated in the proposal, (4) project implementation, (5) evaluation plan: questions answered, (6) attainment of objectives, and (7) conclusions and recommendations. (YLB)

# **ED 198 328** **CE 028 017**

**Exploring Careers. The World of Work and You.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-1

Pub Date—79

Note—34p.; Photographs will not reproduce well.

For related documents see CE 028 018-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Career Awareness, Career Choice, \*Career Exploration, Educational Needs, \*Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, Occupational Information, \*Occupations, Relevance (Education), Resource Materials, \*Self Evaluation (Individuals), \*Work Attitudes

"Exploring Careers" is a career education resource program, presented in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games presented in fourteen occupational clusters. This first of the series, "The World of Work and You," presents an overview of work life and career choice, including why people work, personal characteristics and jobs, school and work, training needed for various careers, and hints on how the student can continue to explore the world of work. It contains tables relating work values and personal characteristics to jobs, a table relating school subjects to "Exploring Careers" chapters, and a chart of various possibilities of education and training after high school. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

# **ED 198 329** **CE 028 018**

**Exploring Careers. Industrial Production Occupa-**

**tions.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-2

Pub Date—79

Note—55p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Assembly (Manufacturing), Career Awareness, Career Choice, \*Career Exploration, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, \*Machinists, \*Manufacturing Industry, Metal Working, \*Occupational Information, Occupations, Resource Materials, Self Evaluation (Individuals), Work Attitudes

**Identifiers**—Foundry Occupations, Industrial Production Occupations, Printing and Publishing Occupations

"Exploring Careers" is a career education resource program, presented in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games presented in fourteen occupational clusters. This second of the fifteen booklets, "Industrial Production Occupations," presents an overview of occupations which involve factory production. Narrative accounts focus on a bench assembler, a machinist, and a photocompositor, explaining their training needs and what they do on the job. An exploring section relates the skills needed for these occupations to students' personal characteristics, and suggests activities such as fac-

tory trips and reports. A Job Facts section explains nature and places of work, training and qualifications, and other information for thirty-three industrial and production occupations, grouped in occupational clusters of foundry, machining, printing, and other industrial production and related occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

# **ED 198 330** **CE 028 019**

**Exploring Careers. Office Occupations.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-3

Pub Date—79

Note—37p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Administration, \*Banking, Career Awareness, Career Choice, \*Career Exploration, \*Clerical Occupations, \*Computer Science, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, \*Occupational Information, \*Office Occupations, Professional Occupations, Resource Materials, Self Evaluation (Individuals), Technical Occupations, Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This third of the fifteen booklets, "Office Occupations," presents an overview of jobs which are performed in offices—clerical, technical, and professional. Narrative accounts focus on a bank officer, a planner, and a computer programmer/systems analyst, explaining what they do and how they prepared for their careers. Exploring sections relate the skills needed for these occupations to students' personal characteristics, and learning activities such as writing reports and visiting various types of offices are suggested. A Job Facts section explains nature and places of work, training and qualifications, and other information for thirty-three office occupations, grouped in occupational clusters of clerical, computer, banking, and administrative occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

# **ED 198 331** **CE 028 020**

**Exploring Careers. Service Occupations.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-4

Pub Date—79

Note—59p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Career Awareness, Career Choice, \*Career Exploration, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, \*Occupational Information, Resource Materials, Self Evaluation (Individuals), \*Service Occupations, Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This fourth of the fifteen booklets, "Service Occupations," presents an overview of jobs in the service sector, such as food occupations, cleaning occupations, mail delivery, and protection. Narrative accounts focus on a chef, a building service worker, a hotel clerk, and a police officer, explaining what they do and how they prepared for their careers. Exploring sections relate the skills

needed for these occupations to students' personal characteristics, and learning activities such as volunteer work and visiting a hotel are suggested. A Job Facts section explains nature and places of work, training and qualifications, and other information for twenty-six service occupations, grouped in occupational clusters of cleaning, food service, hotel, personal service, private household, protective service, and other service occupations. ("Exploring Careers" is also available in a single volume of fifteen chapters.) (KC)

# **ED 198 332** **CE 028 021**

**Exploring Careers. Education Occupations.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-5

Pub Date—79

Note—42p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Administrators, Career Awareness, Career Choice, \*Career Exploration, \*Education, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, \*Library Personnel, \*Occupational Information, Resource Materials, School Counselors, \*School Personnel, Schools, Secondary School Teachers, Self Evaluation (Individuals), \*Teaching (Occupation), Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This fifth of the series, "Education Occupations," presents an overview of jobs in the field of education, such as teaching, administration, counseling, and library work. Narrative accounts focus on a children's librarian, a secondary school teacher, and a school counselor, explaining what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as volunteering in elementary schools and inviting a librarian to speak to the class are suggested. A Job Facts section explains nature and places of work, training and qualifications, and other information for nine education occupations, grouped in occupational clusters of school, college, and library occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

# **ED 198 333** **CE 028 022**

**Exploring Careers. Sales Occupations.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-6

Pub Date—79

Note—39p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Auto Parts Clerks, Career Awareness, Career Choice, \*Career Exploration, Educational Needs, Education Work Relationship, Employment Qualifications, \*Finance Occupations, Junior High Schools, Learning Activities, \*Occupational Information, Resource Materials, \*Sales Occupations, \*Sales Workers, Self Evaluation (Individuals), Work Attitudes

**Identifiers**—\*Gas Station Attendants

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This sixth of the series, "Sales Occupations," presents an overview of jobs in the



sales fields, such as sales managers, retail salespersons, and street vendors. Narrative accounts focus on a securities sales worker, an automobile parts counter worker, and a gasoline service station attendant, explaining what they do and how they prepared for their jobs. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as asking firms for sales literature and visiting an auto parts store are suggested. A Job Facts section explains nature and places of work, training and qualifications, and other information for thirteen sales occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 334** CE 028 023

**Exploring Careers. Construction Occupations.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-7

Pub Date—79

Note—47p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Apprenticeships, Blue Collar Occupations, \*Bricklayers, \*Building Trades, Career Awareness, Career Choice, \*Career Exploration, \*Carpenters, Construction Industry, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, \*Occupational Information, \*Plumbing, Resource Materials, Self Evaluation (Individuals), Semiskilled Occupations, Skilled Occupations, Unions, Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This seventh of the series, "Construction Occupations," presents an overview of jobs in the construction industry, such as carpenters, electricians, and bricklayers. Narrative accounts focus on a bricklayer, a carpenter, and a plumber, explaining what they do and how they prepared for their jobs. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as inviting a union representative to the class to speak about apprenticeships and joining the Vocational Industrial Clubs of America (VICA) are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for nineteen construction occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 335** CE 028 024

**Exploring Careers. Transportation Occupations.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-8

Pub Date—79

Note—43p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Air Transportation, Boat Operators, Bus Transportation, \*Career Awareness, Career Choice, \*Career Exploration, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, Navigation, \*Occupational Information, \*Rail Transportation, Resource Materials, Self Evaluation (Individuals), \*Transportation, Work Attitudes

Identifiers—\*Air Traffic Controllers, \*Bus Drivers, Drivers, Railroad Conductors, Trucking Industry  
"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of

occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This eighth of the series, "Transportation Occupations," presents an overview of jobs in the transportation industry, such as flight engineers, merchant mariners, and dispatchers. Narrative accounts focus on an air traffic controller, railroad passenger conductor, and a busdriver, explaining what they do and how they prepared for their jobs. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as joining the Civil Air Patrol and reporting on weather conditions' influence on flying are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for twenty transportation occupations grouped in occupational clusters of air transportation, railroad, merchant marine, and driving occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 336** CE 028 025

**Exploring Careers. Scientific and Technical Occupations.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-9

Pub Date—79

Note—43p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Biochemistry, Biological Sciences, \*Broadcast Industry, Career Awareness, Career Choice, \*Career Exploration, Educational Needs, Education Work Relationship, Employment Qualifications, Engineers, Environmental Research, Junior High Schools, Learning Activities, Mathematicians, \*Occupational Information, Physical Sciences, Resource Materials, \*Science Careers, Scientists, Self Evaluation (Individuals), \*Technical Occupations, Work Attitudes

Identifiers—\*Electrical Engineering

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This ninth of the series, "Scientific and Technical Occupations," presents an overview of jobs in science, such as engineers, technicians, and meteorologists. Narrative accounts focus on a biochemist, an electrical engineer, and a broadcast technician, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as inviting a chemist to speak to the class and becoming a ham radio operator are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for twenty-eight scientific and technical occupations, grouped into occupational clusters of life science, physical science, environmental science, mathematics, engineering, and technician occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 337** CE 028 026

**Exploring Careers. Mechanics and Repairers.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-10

Pub Date—79

Note—35p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Auto Mechanics, Career Awareness, Career Choice, \*Career Exploration, \*Computer Science, Educational Needs, Education Work Relationship, Employment Qualifications, Junior High Schools, Learning Activities, \*Machine Repairers, \*Mechanics (Process), \*Occupational Information, Repair, Resource Materials, Self

Evaluation (Individuals), Technical Occupations, Telephone Communications Industry, Work Attitudes

Identifiers—\*Computer Technicians, \*Jewelry Making Occupations

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This tenth of the series, "Mechanics and Repairers," presents an overview of jobs in mechanical and repairing occupations, such as watch repairers, business machine repairers, and telephone installers. Narrative accounts focus on an auto mechanic, a computer service technician, and a jeweler, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as making metric conversions and building a small computer from a kit are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for twenty-eight mechanical and repairing occupations, grouped into occupational clusters of telephone crafts, and other repairing occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 338** CE 028 027

**Exploring Careers. Health Occupations.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-2001-11

Pub Date—79

Note—59p.; Photographs will not reproduce well.

For related documents see CE 028 017-031.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Allied Health Occupations, Career Awareness, Career Choice, \*Career Exploration, Dental Hygienists, Dentists, Educational Needs, Education Work Relationship, Employment Qualifications, \*Health Occupations, Junior High Schools, Learning Activities, Medical Laboratory Assistants, \*Medical Technologists, \*Nurses, \*Occupational Information, Occupational Therapists, \*Physical Therapy, Physicians, Professional Occupations, Rehabilitation, Resource Materials, Self Evaluation (Individuals), Technical Occupations, Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This eleventh of the series, "Health Occupations," presents an overview of jobs in health-related occupations, such as doctors, nurses and medical technicians. Narrative accounts focus on a registered nurse, a medical laboratory technologist, and a physical therapist, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as volunteering to work in a hospital of nursing home and taking a first aid course are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for thirty-two health occupations, grouped in occupational clusters of medical practitioners, dental, nursing, therapy and rehabilitation, medical technologist, technician, and assistant, and other health occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)



**ED 198 339** CE 028 028

Exploring Careers. Social Scientists.  
Bureau of Labor Statistics (DOL), Washington,  
D.C.

Report No.—BLS-Bull-2001-12  
Pub Date—79

Note—35p.; Photographs will not reproduce well.  
For related documents see CE 028 017-031.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice,  
\*Career Exploration, Educational Needs, Education  
Work Relationship, Employment Qualifications,  
Junior High Schools, Learning Activities,  
\*Museums, \*Occupational Information, Professional  
Occupations, Psychology, Resource  
Materials, Self Evaluation (Individuals), \*Social  
Sciences, Work Attitudes

Identifiers—\*Curators, \*Political Aides

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This twelfth in the series, "Social Scientists," presents an overview of jobs in the social sciences, such as economists, geographers, and psychologists. Narrative accounts focus on a museum curator and a political aide, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as visiting a museum and conducting a survey are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for the following seven social science occupations: anthropologists, economists, geographers, historians, political scientists, sociologists, and psychologists. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 340** CE 028 029

Exploring Careers. Social Service Occupations.  
Bureau of Labor Statistics (DOL), Washington,  
D.C.

Report No.—BLS-Bull-2001-13  
Pub Date—79

Note—35p.; Photographs will not reproduce well.  
For related documents see CE 028 017-031.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice,  
\*Career Exploration, \*Clergy, \*Counselors, Educational  
Needs, Education Work Relationship, Employment  
Qualifications, Junior High Schools, Learning  
Activities, \*Occupational Information, Resource  
Materials, Self Evaluation (Individuals), \*Social  
Services, \*Social Workers, Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This thirteenth of the series, "Social Service Occupations," presents an overview of jobs in the helping professions, such as counselors and medical social workers. Narrative accounts focus on a Protestant minister and a social worker, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as church volunteer work and participation in organizations like Big Brothers or Big Sisters are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for thirteen occupations, grouped in occupational clusters of counseling, clergy, and other social service occupations. ("Exploring Careers" is also available in a single volume of fifteen chapters.) (KC)

**ED 198 341** CE 028 030

Exploring Careers. Performing Arts, Design, and  
Communications Occupations. Communications  
Occupations.

Bureau of Labor Statistics (DOL), Washington,  
D.C.

Report No.—BLS-Bull-2001-14  
Pub Date—79

Note—51p.; Photographs will not reproduce well.  
For related documents see CE 028 017-031.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Architecture, Career Awareness, Career  
Choice, \*Career Exploration, Communications,  
\*Design, Educational Needs, Education  
Work Relationship, Employment Qualifications,  
Junior High Schools, Learning Activities, \*Mass  
Media, Musicians, News Reporting, \*Occupational  
Information, Resource Materials, Self  
Evaluation (Individuals), \*Theater Arts, Work  
Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This fourteenth of the series presents an overview of jobs in the fields of the performing arts, design, and communications. Narrative accounts focus on an architect, a newspaper reporter, and a street musician, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as art projects, model building, and entering talent shows are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for nineteen occupations, grouped in occupational clusters of performing artists, design, and communications occupations. ("Exploring Careers" is also available in a single volume of fifteen chapters.) (KC)

**ED 198 342** CE 028 031

Exploring Careers. Agriculture, Forestry, and  
Fishery Occupations.

Bureau of Labor Statistics (DOL), Washington,  
D.C.

Report No.—BLS-Bull-2001-15  
Pub Date—79

Note—46p.; Photographs will not reproduce well.  
For related documents see CE 028 017-030.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Agricultural Occupations, Agricultural  
Production, Career Awareness, Career  
Choice, \*Career Exploration, Educational Needs,  
Education Work Relationship, Employment  
Qualifications, \*Extension Agents, Farmers,  
\*Fisheries, \*Forestry Occupations, Junior High  
Schools, Learning Activities, \*Occupational  
Information, Off Farm Agricultural Occupations,  
Resource Materials, Self Evaluation (Individuals),  
Work Attitudes

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This fifteenth of the series presents an overview of jobs in agriculture, forestry, and fisheries occupations. Narrative accounts focus on a farmer, a cooperative extension service worker, and a forester, describing what they do and how they prepared for their jobs. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as planning a garden and cleaning up a stream are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for eighteen occupations, grouped in the oc-

cupational clusters of agricultural production, agricultural support, forestry, and fishery occupations. ("Exploring Careers" is also available as a single volume of fifteen chapters.) (KC)

**ED 198 343** CE 028 036

Bowman, Harry L. And Others  
Development and Evaluation of a Remedial  
Numerical Skills Workbook for Navy Training.  
Final Report.

Memphis State Univ., Tenn.; Naval Training Analysis  
and Evaluation Group, Orlando, Fla.

Spons Agency—Chief of Naval Technical Training,  
Millington, Tenn.

Report No.—TAEG-96  
Pub Date—Feb 81

Contract—N00612-79-C-0662

Note—213p.; Some illustrations and pages will not  
reproduce well due to small or faint print.

Pub Type—Reports - Descriptive (141) — Guides  
- Classroom - Learner (051) — Guides - Classroom  
- Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Adult Basic Education, Arithmetic,  
\*Basic Skills, Behavioral Objectives, Field Tests,  
High Schools, Instructional Materials, Learning  
Activities, \*Material Development, Military  
Training, \*Money Management, Program Effectiveness,  
\*Remedial Instruction, \*Remedial  
Mathematics, Tests, Workbooks

Identifiers—Navy

A remedial Navy-relevant numerical skills workbook was developed and field tested for use in Navy recruit training commands and as part of the Navy Junior Reserve Officers Training curriculum. Research and curriculum specialists from the Department of the Navy and Memphis State University identified Navy-relevant topics requiring numerical skill application and developed lessons on these topics. A field test of the workbook was conducted with a total of fifty students, half of whom were assigned to academic remedial training and half of whom were assigned to apprentice training. Comparison of pre- and posttests administered to the students revealed significant improvements in student-applied numerical skills after completing the workbook. Recommendations regarding dissemination of the workbook and specific suggestions for its use were made. Appendixes (90 per cent of the report) contain the workbook, the tests, and a test user's guide. The workbook contains sections on basic numerical skills, numerical skills in the navy (military time, finding directions, estimating paint jobs, tackles and hooks, flooding rates, measuring temperatures, and breaking strength and safe working loads) and numerical skills in personal finances (basic pay, leave and earning statements, budget preparation, banking, and interest.) (MN)

**ED 198 344** CE 028 037

Grassmuck, Janice Greene, Joshua

Youth Approaches and Education: Possible Federal  
Approaches. Budget Issue Paper for Fiscal  
Year 1981.

Congress of the U.S., Washington, D.C. Congressional  
Budget Office.

Pub Date—Jul 80  
Note—98p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials  
(090) — Opinion Papers (120) — Reports -  
Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, Blacks, \*Disadvantaged  
Youth, Dropouts, Education Work Relationship,  
\*Employment Programs, \*Federal Programs, Futures  
(of Society), Hispanic Americans, Job Training,  
Minority Groups, Nontraditional Education,  
Participant Characteristics, Policy Formation,  
\*Program Effectiveness, Secondary Education,  
\*Work Experience Programs, \*Youth Employment,  
Youth Problems, Youth Programs

Identifiers—\*Youth Act 1980

Prepared at the request of the U.S. Senate Committee on Labor and Human Resources, this study analyzes present federal programs serving youth and evaluates a variety of alternative approaches, without making recommendations. After a summary of the issues involved in the youth employment problem (such as whether to emphasize training and education programs that would help youth obtain jobs in future years or to stress programs that would provide immediate employment

and income; and how to achieve the desired emphasis: by continuing existing programs without change, by modifying them, or by establishing new ones), the report presents in five chapters (1) an overview of current youth education and employment problems; (2) a description of current federal youth employment and education programs; (3) an evaluation of current youth employment and education programs; (4) a description of the Carter Administration's youth proposal (Youth Act of 1980) and an evaluation of it; and (5) alternatives to the Administration's plan. Appendixes contain recent history of employment programs and eligibility criteria and population characteristics of participants in federal employment programs. (KC)

**ED 198 345** **CE 028 039**

**Youth Employment and Welfare Reform Jobs, 1980. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session (March 5-6, 12-13, 1980).** Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Pub Date—Mar 80

Note—898p; Not available in paper copy due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Basic Skills, Blacks, \*Disadvantaged Youth, Dropouts, \*Education Work Relationship, Employers, Employment Opportunities, \*Employment Programs, Federal Legislation, \*Federal Programs, Females, Hearings, Job Training, Males, Minority Groups, \*Program Effectiveness, School Business Relationship, Secondary Education, Vocational Education, Welfare Services, \*Youth Employment

**Identifiers—**Comprehensive Employment and Training Act, Linkage

This document records testimony on youth employment and welfare reform jobs given before a U.S. Senate subcommittee in March, 1980. The testimony concerns the Carter Administration's proposed legislation for youth employment programs for Fiscal Years 1981-82. Issues raised include funding; effectiveness of current programs, such as the Comprehensive Employment and Training Act (CETA) programs and supported work programs; Private Industry Councils; the need for better linkages between the educational system and Labor Department employment programs; and the education-work relationship. Witnesses included Secretary of Labor Ray Marshall and representatives of state, county, and local governments, community-based organizations, vocational and educational agencies, employment and training institutions, and business and labor groups. (KC)

**ED 198 346** **CE 028 041**

**Oversight Hearing on the Federal Enforcement of Equal Employment Opportunity Laws. Hearing Before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, Second Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—19 Aug 80

Note—103p; Not available in paper copy due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Civil Rights Legislation, \*Compliance (Legal), \*Equal Opportunities (Jobs), Ethnic Discrimination, \*Federal Government, Federal Legislation, Government Employees, Hearings, Minority Groups, \*Public Agencies, Racial Discrimination, Sex Discrimination, Social Discrimination, Vocational Education

**Identifiers—**\*Civil Rights Act 1964, \*Congress 96th

This is a report of the oversight hearing held in Washington, D.C., on August 19, 1980, on the federal enforcement of equal employment opportunity laws (section 717 of the Civil Rights Act of 1964). It focuses on findings of the subcommittee's survey of forty-five selected Federal agencies which generally show underrepresentation of women and minorities in the upper salary grades of the Federal work force. Testimony includes statements from

eleven individuals and prepared statements, letters, supplemental materials, etc., from thirteen individuals representing ACTION; U.S. Equal Employment Opportunity Commission; Office of Management and Budget; Office of Personnel Management; Federally Employed Women; Department of Women's Affairs; American Federation of Government Employees; U.S. Department of Agriculture; National Treasury Employees Union; Public Employee Department AFL-CIO; ACTION Employees Union; the Black Women's Agenda; and Asian and Pacific American Federal Employees' Council. (YLB)

**ED 198 347** **CE 028 052**

**Carter, Robert M. And Others. Community Correctional Centers. Program Models.**

American Justice Inst., Sacramento, Calif. Spons Agency—Department of Justice, Washington, D.C. National Inst. of Justice.

Pub Date—Sep 80

Grant—77-NI-99-0065

Note—250p.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors—**Administrator Guides, Adults, Community Programs, Correctional Education, \*Correctional Institutions, \*Correctional Rehabilitation, \*Demonstration Programs, Facilities, Guidelines, Institutional Personnel, Personnel, Private Agencies, \*Program Administration, Program Design, Program Development, Program Evaluation, Program Guides, Public Agencies

**Identifiers—**\*Community Correctional Centers, Des Moines Community Corrections Program IA, Montgomery County Work Release Program MD

Intended to help the correctional administrator make informed choices in planning, implementing, and improving community correctional centers, this program model on community correctional centers contains descriptions of three major program model options and information on how the correctional center should be operated. Components of the Des Moines Program Model as well as programs at three Des Moines replication sites are outlined, and strengths and weaknesses of the model are discussed. The Montgomery County (Maryland) Work Release/Pre-Release Program is evaluated. Four privately operated program models are described. Establishing the needs for community corrections, defining the types of clients to be served, the programs and services to be offered, the type and location of facilities, developing policies and budgets, and staffing the correctional organization are among planning issues examined. Guidelines are set forth for center organization and management. Personnel recruitment, selection, deployment, training, and appraisal are discussed. General program management, managing program participation, intake, orientation, classification and individual programming, program components, supervision, counseling, employment, training, medical programs, finances, and program termination are described. Facilities and facilities management, operational planning, management information systems, and case records and fiscal management are outlined. Program evaluation criteria and standards are provided. (MN)

**ED 198 348** **CE 028 053**

**Educational Incentives and the All-Volunteer Force. Hearing before the Committee on Veterans' Affairs, United States Senate, Ninety-Sixth Congress, Second Session on S. 2020, S. 2596 and Related Bills.**

Congress of the U.S., Washington, D.C. Senate Committee on Veterans' Affairs.

Pub Date—19 Jun 80

Note—200p; Not available in paper copy due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Adult Education, Adults, \*Armed Forces, \*Educational Legislation, \*Federal Legislation, Financial Support, Hearings, Higher Education, \*Incentives, Military Personnel, Military Service, Motivation, Motivation Techniques, Needs Assessment, Policy Formation, Position Papers, Postsecondary Education, Public Policy, Recruitment, \*Veterans Education, \*Volunteers

**Identifiers—**All Volunteer Armed Forces, Congress

96th

These congressional hearings contain testimony pertinent to S. 2020 (the proposed Armed Forces Earned Educational Assistance Act of 1980). (These bills would establish new programs of educational assistance benefits for those serving in the All-Volunteer Forces.) Testimony and written statements given by twenty-seven individuals and panels are included. The following organizations are among those represented at the hearings: The United States Senate; The Department of Defense; The Office of the Assistant Secretary for Manpower, Reserve Affairs, and Logistics; The Department of the Army; The Veteran's Administration; The Air Force Sergeants Association; The National Association for Unified Services; Northwestern University; The Non-Commissioned Officers Association; The American Veterans' Committee; The Fleet Reserve Association; The Veterans of Foreign Wars; The American Legion; and the Disabled American Veterans. Texts of S. 2020 and S. 2596 are provided. (MN)

**ED 198 349** **CE 028 055**

**Evaluation of LEAA Funded Courts Training Programs, Volume I.**

McManis Associates, Inc., Washington, D.C. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—[79]

Contract—J-LEAA-031-78

Note—399p; For a related document see CE 028 056.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC16 Plus Postage.**

**Descriptors—**Administrators, Adult Education, Adults, \*Court Judges, \*Courts, Educational Assessment, Individual Development, \*Institutes (Training Programs), Lawyers, National Surveys, Organizational Change, \*Professional Continuing Education, \*Program Effectiveness, Public Officials, Questionnaires, Training

**Identifiers—**\*Courts Training Project, Criminal Justice System, Law Enforcement Assistance Administration

An impact evaluation of eight courts training project (CTP) institutes funded by the Law Enforcement Assistance Administration was conducted. After a literature search and visits to potential evaluation sites in all fifty states, twelve sites were selected from a random stratified sample of court systems. Data were obtained from 1047 respondents (including trial and appellate judges, prosecutors, defenders, and court administrators) via personal interviews and mail questionnaires. Findings included the following: (1) nearly 20 percent of the respondents cited training as a generator of organizational change within the criminal justice system or personal change; (2) participants want training; (3) most sender organizations support attendance at training programs in a variety of ways; (4) CTP institutes meet general training needs and provide a setting in which individuals can exchange ideas and discuss problems; and (5) training sessions suffer from shortcomings in needs assessment, balance of teaching methodologies, and instructor orientation. Thirty-four recommendations were made, and thirty-five tables present detailed data summaries. (The case studies and survey instruments and a manual for conducting an on-going evaluation are available through ERIC—see note.) (MN)

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**ED 198 350** **CE 028 056**

**Evaluation of LEAA Funded Courts Training Programs, Volume II.**

McManis Associates, Inc., Washington, D.C. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—[79]

Contract—J-LEAA-031-78

Note—389p; Some charts will not reproduce well due to small print. For a related document see CE 028 055.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC16 Plus Postage.**

**Descriptors—**Adult Education, Adults, Case Studies, Check Lists, \*Court Judges, \*Courts, Data Analysis, Educational Assessment, Evaluation

Criteria, \*Evaluation Methods, Evaluation Needs, \*Institutes (Training Programs), \*Professional Continuing Education, Program Effectiveness, \*Program Evaluation, Public Officials, Questionnaires, Records (Forms), Training Identifiers—\*Courts Training Project, Criminal Justice System, Law Enforcement Assistance Administration

These appendices to the final report of the evaluation of eight Law Enforcement Assistance Administration (LEAA)-funded courts training institutes contain individual case studies, survey instruments, a manual for conducting an ongoing evaluation, and a discussion of training and its evaluation. The twelve case studies presented in the first appendix include summaries of major findings and information on major changes and trends in the given jurisdiction, the incidence and impact of training in the jurisdiction, the nature of the area, court jurisdictions, the appellate and trial courts and training, and the prosecutor and defender systems. A participant interview, a comparison interview, a supervisor/peer interview, a board of directors interview, and an instructor questionnaire are provided in the second appendix. The third appendix consists of a manual for conducting LEAA courts training program evaluations. Topics covered in the manual include determining data needs, visiting training sites, designing data collection materials, and data collection procedures. Various interview and evaluation forms and check lists are provided. Literature, concepts, and methods pertaining to training and its evaluation are discussed in the fourth appendix. Bibliographies contain 116 citations. (The evaluation report is available through ERIC—see note.) (MN)

ED 198 351 CE 028 057

**Recreation and Leisure for Handicapped Individuals. Resource Guide.**

Georgia Univ., Athens Recruitment and Community Technical Resource Center.

Report No.—E-80-22004

Pub Date—Dec 80

Note—103p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Athletics, \*Disabilities, \*Financial Support, Government Publications, \*Leisure Time, \*National Organizations, Organizations (Groups), Professional Associations, Program Descriptions, \*Recreation, Resource Materials, Resources

This guide to recreation and leisure resources for handicapped individuals contains a list of information resources, a funding guide, and a bibliography. In the first section brief organizational profiles, descriptions of services provided by the organizations, and instructions on how to use these services are presented for seven organizations. Organizations listed are The Information and Research Utilization Center, The Office for Special Constituencies, The National Program Access Center, The National Committee for the Handicapped, The National Park Service, The Heritage Conservation and Recreation Service Information Exchange, and The Therapeutic Recreation Information Center. Also included in this section are an annotated list of twelve resources for recreation and leisure-related organizations and the addresses of twenty-two sports organizations for handicapped persons and eight related professional organizations. The funding guide covers revenue sharing; personnel; training; research and demonstration; the media, arts, and humanities; operation funds; facilities construction/remodeling/planning; and additional resources for funding information. Thirty federal funding programs are described. An annotated bibliography of sixteen publications available from federal sources is provided in the third section; ordering and price information are included for all publications listed. (MN)

ED 198 352

Hanberry, Gerald C. And Others

**Evaluation of the Community Education Program.**

Volume I—The Policy Report.

Development Associates, Inc., Arlington, Va. Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—12 Feb 81

Contract—300-79-0704

Note—84p.; For related documents see CE 028 060, ED 159 459, and ED 176 027.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Agency Cooperation, \*Agency Role, \*Community Education, Coordination, Educational Cooperation, Educational Policy, \*Federal Aid, Federal Programs, \*Federal State Relationship, National Surveys, Policy, Policy Formation, Program Development, \*Program Effectiveness, School Districts, State Aid, \*State Departments of Education, State Programs

A study analyzed the operations of state education agencies (SEAs) as they promote and develop the concept of community education (CE) in their respective states and assessed the impact of federal support on the capabilities of SEAs to develop their capacities in the community education area. Data were collected from 1001 respondents from the fifty states and the District of Columbia, which completed one of four evaluation instruments: an SEA activity questionnaire describing the resources and activities of state CE offices; interviews administered to SEA staff at thirty-eight sites; a training/technical assistance mail questionnaire assessing the content and usefulness of such assistance and the quantity and quality of interaction between SEAs and local community educators; and a local data-monitoring procedure form completed by directors of the thirty-seven federally funded local CE programs. (This policy report of the study concentrates on an overview of the study, the community education concept, the historical background of community education, and the evaluation design. A technical report of the study containing more extensive discussions of the study background, design, methodology, and findings is also available through ERIC—see note.) (MN)

ED 198 353

Hanberry, Gerald C. And Others

**Evaluation of the Community Education Program.**

Volume II—The Technical Report.

Development Associates, Inc., Arlington, Va. Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—12 Feb 81

Contract—300-79-0704

Note—251p.; Some pages will not reproduce well due to small print and colored paper. For related documents see CE 028 059, ED 159 459, and ED 176 027.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Education, Agency Cooperation, \*Agency Role, \*Community Education, Coordination, Educational Cooperation, Educational Policy, \*Federal Aid, Federal Programs, \*Federal State Relationship, National Surveys, Policy, Policy Formation, Program Development, \*Program Effectiveness, School Districts, State Aid, \*State Departments of Education, State Programs

A study analyzed the operation of state education agencies (SEAs) as they promote and develop the concept of community education (CE) in their respective states and assessed the impact of federal support on the capabilities of SEAs to develop their capacities in the community education area. Data were collected from 1001 respondents from the fifty states and the District of Columbia, which completed one of four evaluation instruments: an SEA activity questionnaire describing the resources and activities of state CE offices; interviews administered to SEA staff at thirty-eight sites; a training/technical assistance mail questionnaire assessing the content and usefulness of such assistance and the quantity and quality of interaction between SEAs and local community educators; and a local data monitoring procedure form completed by directors of the thirty-seven federally funded local CE programs. (Focus of this technical report of the study concentrates on the study background, design, methodology, and findings and includes numerous data tables. The less technical aspects of the

CE 028 059

study, including an overview of the project, the community education concept, the historical development of community education, and the evaluation design is also available through ERIC—see note.) (MN)

ED 198 354

Business-School Partnerships: A Plus for Kids.

Education USA Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date—80

Note—83p.; Colored sections will not reproduce clearly.

Available from—National School Public Relations Association, 1801 N. Moore St., Arlington, VA 22209 (Stock No. 411-13354).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business, \*Career Awareness, Career Education, Cooperative Education, \*Cooperative Programs, Education Work Relationship, Elementary Secondary Education, \*Industrial Training, Industry, Program Descriptions, \*School Business Relationship, Staff Development, Training Allowances, Two Year Colleges, Vocational Education, Work Study Programs, Youth Opportunities, \*Youth Programs

Identifiers—Adopt A School, Junior Achievement

Intended as a source of information and guide for educators and business people, this report describes a variety of successful cooperative programs between businesses and schools, explains how they operate, and provides some advice from those experienced with programs about how to establish and operate cooperative endeavors. Chapter 1 focuses on two national models of business-industry-education activities—a network affiliated with the National Association for Industry-Education Cooperation and a consortium under the auspices of the National Manpower Institute. Junior Achievement with its youth involvement programs are the focus of chapter 2. Chapter 3 concerns the adopt-a-school or partnership approach to school-business collaboration. Comprehensive programs of business-industry cooperation and involvement in local school affairs are described in chapter 4. Chapter 5 addresses business, industry, and community college arrangements. Chapter 6 describes corporate involvement in education activities, including training programs, tuition assistance programs, and free or low-cost materials for schools. In chapter 7 are discussed the proposals, policies, and realities of school-business cooperation. Chapter 8 provides examples of successful and effective industry involvement in education. Sources of additional information about programs mentioned in the report are provided, as is a listing of selected references and resources. (YLB)

ED 198 355

Vocational Proficiency for Handicapped, Limited

English Proficiency, and Disadvantaged Persons.

Illinois State Board of Education, Springfield.

Pub Date—Jan 81

Note—25p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, Criteria, \*Disabilities, \*Disadvantaged Youth, Educational Diagnosis, Educational Legislation, Federal Legislation, Handicap Identification, Inservice Teacher Education, \*Program Development, Secondary Education, Staff Development, State Legislation, \*Vocational Education

Identifiers—Illinois, \*Limited English Speaking, \*Special Needs Students

Materials are presented to assist Illinois educational administrators in providing the necessary programs and services to allow for the attainment of vocational skills by the handicapped, limited English proficiency, and disadvantaged populations. The first section briefly describes such relevant legislation as Title II of the Education Amendments of 1976, Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act of 1973, Comprehensive Employment and Training Act Amendment of 1978, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Article 14C of the School Code of Illinois. Section 2 outlines the role of the administrator in a program for students with special needs. In section 3 guidelines for identifying handicapped,



limited English proficiency, and disadvantaged persons are provided. The fourth section outlines key questions and activities to be completed for program identification, development, implementation, and evaluation. The final section discusses staff development and contains an "Action Plan for Long-Range Staff Development." (YLB)

**ED 198 356** CE 028 065

*Veres, Helen C. And Others*

**Continuing Education: Needs and Interests of New York State Adults.**

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date—Feb 80

Note—114p.; Appendix A will not reproduce well due to small print. For a related document see ED 146 416.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Access to Education, Adult Counseling, Adult Programs, \*Adult Students, Ancillary School Services, \*Continuing Education, Counseling Services, \*Educational Needs, Interest Research, Needs Assessment, Participation, State Surveys, \*Student Interests, \*Student Needs

Identifiers—New York

This report provides a synthesis of the major findings and implications from the full two-phase statewide study to determine the perceived needs of present and potential adult learners in New York State. Chapter 1 briefly overviews the study. Chapter 2 presents survey information about adult learning interests and discusses it in relation to its implication for planning the delivery of continuing education services. Learning interests are grouped in five major categories: Basic Education and Skills, Personal Interest and Self-Development, Liberal Arts and Humanities, Vocational Development and Job Skills, and Home-Related Interests. Chapter 3 focuses on why adults participate in learning activities, where and how they want to learn, and what prevents their participation (cost, time, institutional, personal, and informational barriers). The emphasis of chapter 4 is on providing counseling, information, and other services for adults. Chapter 5 reviews findings from the two survey reports which are presented in the report and provides information helpful in translating results into practice (developing services for adults). Additional tables are appended. (YLB)

**ED 198 357** CE 028 066

*Heller, Barbara R. And Others*

**Impact of Experience and Maturity on the Responsibilities, Attitudes, and Capabilities of Cooperative Education Students.**

City Univ. of New York, N.Y. Center for Advanced Study in Education; City Univ. of New York, N.Y. Graduate School and Univ. Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—CASE-01-81

Bureau No.—510AH90296

Pub Date—Dec 80

Note—149p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Ability, Career Choice, College Students, \*Cooperative Education, Goal Orientation, Higher Education, \*Job Performance, Job Skills, Occupational Aspiration, Occupational Information, Problem Solving, Self Esteem, Self Evaluation (Individuals), Student Attitudes, Student Characteristics, \*Student Evaluation, Undergraduate Study, Values, \*Vocational Maturity, Work Attitudes, \*Work Experience

A research study examined differences in cooperative education work activities and situations as varied with the students' experience and career maturity. Experience was indicated by the number of prior work placements; occupational maturity was defined in terms of values, future plans and expectations, and scores on an inventory of career maturity. While the investigation involved 2252 undergraduate students from forty-eight four-year colleges and universities, the major portion of the findings was based on 825 students for whom complete data existed. Following discussion of methods and procedures, the report focuses on study results including (1) description of academic characteristics and career expectations of the groups of stu-

dents; (2) picture of sample as cooperative education student workers, detailing reasons for selecting this form of education and expectations from and problems with it; (3) students' current co-op jobs; (4) description of what students do at work on daily basis and with whom they spend time; (5) students' and supervisors' ratings of their ability and work-related characteristics or traits; and (6) discussion of the co-op student as problem solver. Results suggest that neither amount of prior experience nor degree of career maturity significantly alters the pattern of day-to-day work activities in which cooperative education students engage. Instruments are appended. (YLB)

**ED 198 358** CE 028 067

*Worthington, Ross*

**Terrestrial Communications Systems in Distance Education. A Reference Booklet.**

Pub Date—Oct 80

Note—32p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Broadcast Television, Cable Television, Closed Circuit Television, \*Correspondence Study, Educational Improvement, \*Educational Innovation, \*Educational Radio, \*Educational Television, Home Programs, National Programs, Nontraditional Education, Radio, \*Technology Transfer, Telecommunications, \*Telephone Communications Systems, Television, Videodisc Recordings

Identifiers—Australia, \*Distance Education, Slow Scan Television

This booklet is intended as a reference on the application of the technology of communication systems to distance education. An introductory section addresses the nature of the interaction imposed by use of various technologies. The next section overviews current telecommunications applications based on these major technologies: radio, television (closed circuit television, cable television, instructional television fixed service, slow scan television, broadcast television, teletext, viewdata, telidon), and telephone (interactive teaching, telephone links to data systems). Two stand-alone systems, which may have outstanding applicability to distance education, are then briefly mentioned—the intelligent video disc and the Open University's Cyclops System. The final section addresses terrestrial telecommunications in the Australian context with projections for 1990. A list of possible applications is provided. (YLB)

**ED 198 359** CE 028 069

*Bromfield, Sandra Kilmurray, James A.*

**Strategies and Resources for Promoting Equity in Vocational Education. Resources for Schools, # 20.**

Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.

Spons Agency—Department of Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Grant—NIE-G-76-0058

Note—56p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Access to Education, Civil Rights Legislation, \*Disabilities, Disadvantaged Youth, Educational Finance, Educationally Disadvantaged, \*Equal Education, \*Females, Financial Support, \*Minority Groups, Nontraditional Occupations, Outreach Programs, Program Content, \*Program Development, Resource Materials, Secondary Education, State Programs, Student Recruitment, Students, \*Vocational Education

Identifiers—\*Limited English Speaking, Massachusetts

This guide is intended to help teachers, counselors, and other vocational educators to develop programs that increase access to vocational opportunities for females, minorities, disadvantaged, handicapped students, and students with special needs of limited English proficiency in Massachusetts. The guide is divided into four parts. Part 1, Strategies for Promoting Equal Access, consists of program components which can be combined and adapted to meet the needs of individual schools or populations. The strategies address three critical areas: (1) recruitment into vocational programs; (2) reduction of stereotyping within pro-

grams; and (3) support services for nontraditional, minority, and handicapped students. Part 2, Programs for Promoting Equal Access, lists programs being conducted in the state which reflect various ways that the strategies for promoting equal access have been combined to serve specific underserved populations. Part 3, Program/Funding Matrix, describes some sources of money available for funding programs designed to increase access to vocational opportunities. Part 4, Resources, is a list of resources to help teachers, counselors, and vocational educators develop programs for the following populations or issue areas: sex equity, minority groups, special needs students, and limited English-proficient students. An appendix contains a summary of antidiscrimination laws. (KC)

**ED 198 360** CE 028 070

*Dailey, Ross And Others*

**Retail Merchandising. An Advanced Level Option for Marketing and Distribution.**

New York State Education Dept., Albany. Bureau of Business Education.

Pub Date—80

Note—97p.; For related documents see ED 086 899, ED 110 597, ED 133 578, ED 135 945, ED 150 420, ED 150 422, and ED 154 239.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Behavioral Objectives, Business Administration, Competency Based Education, \*Distributive Education, Federal Legislation, Federal Regulation, High Schools, Learning Activities, Local Legislation, Marketing, \*Merchandising, \*Recordkeeping, Research Utilization, \*Retailing, Services, State Curriculum Guides, State Legislation

This curriculum guide is designed to prepare secondary school students for entry-level and career-level positions in the largest area of employment in distribution and marketing—retail merchandising. Developed for use in the twelfth grade competency cluster phase of New York State secondary marketing and distributive education program, this module builds on knowledge and skills presented in the "Distribution and Marketing Syllabus" (ED 110 597). Nine units are included: (1) Overview, (2) Merchandising, (3) Handling Goods, (4) Services Offered, (5) Store Operations, (6) Marketing Research, (7) Marketing Management, (8) Recordkeeping, and (9) Business and Government Regulations. Each unit contains a number of major content topics, under which performance objectives, content outlines, and suggested activities are correlated. Materials needed for some activities are provided in the appendices. A list of references examined and/or used by the authors is also appended. Alternative resources are shown under suggested activities within the units. (YLB)

**ED 198 361** CE 028 072

*Dhanota, Avtar S. And Others*

**Co-operative Education, Career Exploration Visit and Work Experience Weeks: An Evaluation.**

Research Service, # 158.

Toronto Board of Education (Ontario).

Report No.—ISBN-O-88881-160-8

Pub Date—Dec 80

Note—146p.; Not available in paper copy due to poor reproducibility.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Business Education, Career Education, \*Career Exploration, Career Planning, \*Cooperative Education, \*Employer Attitudes, High Schools, Program Effectiveness, Program Evaluation, School Business Relationship, \*Student Attitudes, \*Teacher Attitudes, Vocational Education, \*Work Experience Programs

Identifiers—Toronto Public Schools ON

The narrative portion of this report focuses on a study of Toronto's high school work experience and career exploration programs to examine perception of the programs by participating students, teachers, and employers. A literature review comprises the first part. The second section identifies the goals of the three types of work experience programs—cooperative education, career exploration visit, and work experience weeks. (Programs differ somewhat from programs elsewhere with similar titles.) Section 3 briefly reviews development of the instruments and describes the way in which respondents were identified (850 students, 52 teachers, 155 employers) and data were collected. Section 4 organizes results for the four programs investigated (cooperative educa-

tion, career exploration visit, and business education and technical education work weeks) into two parts: program organization and operation, and meeting the program's goals. The discussion and conclusions section focuses on successes and failures of the program and includes suggestions provided by the three groups of respondents who viewed the programs as being successful overall. Appendixes, amounting to over one-half of the report, include the questionnaires and record forms and detailed tabulation of results for each program individually. (YLB)

**ED 198 362** CE 028 080

Jain, Harish C., Ed. Carroll, Diane, Ed.  
Race and Sex Equality in the Workplace: A Challenge and an Opportunity. Proceedings of a Conference (Hamilton, Ontario, September 28-29, 1979).

Report No.—ISBN-0-662-10886-8

Pub Date—80

Note—225p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Affirmative Action, Civil Rights, \*Civil Rights Legislation, Employment Practices, \*Equal Opportunities (Jobs), Federal Legislation, Job Layoff, Personnel Integration, Promotion (Occupational), \*Racial Discrimination, \*Salary Wage Differentials, Seniority, \*Sex Discrimination, Sex Fairness

Identifiers—Canada, Ontario, United States

These proceedings contain the addresses and panel and workshop presentations made at the September 1979 Conference on Race and Sex Equality in the Workplace: A Challenge and an Opportunity. (Purpose of the conference was to promote a better understanding of human rights legislation and current equal employment and affirmative action programs and to recommend action-oriented equal employment, compensation, and affirmative action policies.) Three welcoming and four opening addresses are presented first. Nineteen presentations made during three panels and three workshops are then provided. Topics for both the panels and workshops are equal pay, affirmative action, and seniority, promotions, and layoffs. Other conference addresses include (1) Promotions, Layoffs, and Seniority under the Antidiscrimination Laws of the United States, (2) I Recommend an "Industrial Relations" Approach to Race and Sex Equality in the Workplace, and (3) Implications for Policy-Makers, a summary of the conference. (YLB)

**ED 198 363** CE 028 081

Overview of Training Practices Incorporating Adult Learning. Current Trends and Practices in Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—136p.; Some pages will not reproduce well due to small, light, or broken print. For related documents see ED 190 769 and CE 028 082-084.

Pub Type—Reference Materials (130)—Reports - Descriptive (141)—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Adult Education, Adult Educators, \*Adult Learning, \*Adult Programs, Adult Students, Adult Vocational Education, Aging (Individuals), Bilingual Education, Community Education, Continuing Education, Educational Policy, Gerontology, \*Higher Education, Human Resources, Human Services, Inservice Teacher Education, Leisure Time, Program Descriptions, Recreation, \*State Programs, Surveys, \*Teacher Education

Identifiers—California, Florida, Massachusetts, Michigan, Montana, New York, Texas

This document on involvement by states and higher education in adult learning is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It consists of two sections, each summarizing the results of extensive surveys pertaining to training programs for special adult learner populations. Part 1 provides profiles on the involvement of seven specially-selected states in adult educational policies, priorities, and programs. Programs offered in adult, bilingual, vocational, and continuing education are encompassed, with special attention

given to related inservice training practices. These states are profiled: California, Florida, Massachusetts, Michigan, Montana, New York, and Texas. Information provided includes synopsis of state-operated services to target groups, participation trends, contact personnel, listings of institutions of higher education and delivery of services, community programs and projects, and allocation of federal funds. Part 2 gives a nation-wide overview of adult learning programs offered by 807 institutions of higher education in five selected areas of training: Adult and Continuing Education, Recreation and Leisure, Gerontology and Aging, Human Resources/Services, and Community Studies. This part includes sixteen pages of summary diagrams and the twenty-eight page survey. (YLB)

**ED 198 364** CE 028 082

Overview of Training Practices Incorporating Adult Learning. Selected Federal Legislation and Programs Relating to Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—101p.; Not available in paper copy due to small, light print. For related documents see ED 190 769 and CE 028 081-084.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adult Education, \*Adult Learning, \*Educational Legislation, Federal Government, \*Federal Legislation, \*Federal Programs, Private Agencies, Public Agencies, Surveys

This document—a survey identifying federal legislation and programs that in some way address the adult learner—is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It provides a panoramic view of adult learning in response to national priorities based upon patterns of legislation beginning with the Sixty-sixth Congress, 1919-1921, and the resultant federal programs emanating out of the specific acts of Congress since then. Section 1 contains these summary tables: overview of eight federal departments (and twenty-six agencies within them) and seven independent agencies offering programs relating to adult learning; frequency of types of assistance; index of federal programs relating to adult learning by types of assistance; and patterns of congressional activity in enacting legislation relating to adult learning, for which is presented the following information: Congress that enacted the legislation, title of legislation, title of existing federal program, and Office of Management and Budget (OMB) catalog number. In section 2, The Survey, is found the table of results regarding the 195 programs surveyed. Information provided includes (1) title and/or number of legislation, (2) administering federal agency, (3) OMB Catalog number, (4) existing program, (5) type of assistance offered by the program, (6) dollar allocation for fiscal years 1977, 1978, 1979, and (7) program description. (YLB)

**ED 198 365** CE 028 083

Overview of Training Practices Incorporating Adult Learning. Adult Learning in Inservice Training and Staff Development.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—125p.; Figures will not reproduce well due to small print. For related documents see ED 190 769 and CE 020 081-084.

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adult Development, Adult Education, \*Adult Educators, \*Adult Learning, Adult Programs, Adult Students, Higher Education, \*Inservice Teacher Education, \*Learning Theories, Program Development, Public Schools, School Districts, \*Staff Development, Student Needs, Teacher Effectiveness, Teachers

Identifiers—Stress (Biological), \*Total Person Model

This document on inservice training and staff

development is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. Directed toward educators designing and conducting training programs and toward trainers of trainers, these contributions by adult educators and developmental theorists present interpretations of existing knowledge and new concepts in adult learning. Chapter 1 briefly addresses some adult educator perspectives and implications of adult development in providing an appropriate definition. Chapter 2 discusses the inservice educator as an adult learner and highlights the affective dimensions of adult learning. Chapter 3 focuses on what contributes to the effective educator-trainer. In chapter 4 the current status of adult learning theory is discussed. Chapter 5 presents essential concepts of adult learning potential as they relate to training. Chapter 6 focuses on the dilemma facing higher education and public school systems as they both attempt to address inservice education. Chapter 7 emphasizes how stressful life events influence the educator-trainer. Existing approaches to stress and strategies for adaptation are provided. Chapter 8 focuses on development of a total person model of adult learning theory. (YLB)

**ED 198 366** CE 028 084

Overview of Training Practices Incorporating Adult Learning. Annotated Bibliography on Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—27p.; For related documents see ED 190 769 and CE 028 081-083.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adult Learning, Adult Students, Cognitive Style, Community Education, Continuing Education, Creativity, Curriculum Development, Higher Education, Learning Theories, \*Lifelong Learning, Nontraditional Education, \*Staff Development, Student Needs, Teacher Education, Volunteers

This document—an annotated bibliography on adult learning—is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It presents brief reviews of approximately eighty selected books and other published materials that relate to adult learning, adult education, and inservice training. For each item the following information is provided: author(s) or editor(s), title, place of publication, publisher, date of publication, and annotation. Any special features of the book, such as essays or reviews of some aspect of adult learning, are pointed out in the annotations. Topics of materials include lifelong learning, recurrent education, adult learning theory, learning styles, adult learner needs, creativity, adult education approaches and practices, volunteerism, community education, nontraditional education, curriculum development, inservice education trends, teacher education, higher education involvement, and faculty renewal. (YLB)

**ED 198 367** CE 028 085

Model Building in Training. Collaboration in Adult Learning.

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHHS), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—112p.; For related documents see CE 028 086-087.

Pub Type—Guides - Non-Classroom (055)—Information Analyses (070)—Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adult Education, \*Adult Learning, College Role, Cooperative Programs, Educational Administration, \*Educational Cooperation, Higher Education, Institutional Cooperation, Models, Needs, Postsecondary Education, Program Design, \*Program Development, \*School Business Relationship, \*School Community Relationship, \*Training, Training Objectives

Identifiers—Social Security Act Title XX

This is the first of three reports geared to educator

training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document is a collection of papers presenting alternative models for collaboration that relate to various aspects of adult learning and training. Model 1 is based on a meeting of experts in higher education who were brought together to identify critical gaps in our knowledge and understanding of adult learning that need to be addressed by educator trainers. The training connection between the business sector and institutions of higher education is addressed in Model 2, by discussing the need for clarifying the interpretations of training as a discipline and a profession, and presenting a cooperative training model that attempts to capitalize on the interests and expertise of both business and higher education. In Model 3, the mission of schools of education is expanded to encompass the world beyond schooling by presenting an organizational model that brings together various academic units to address the training needs of workers. Using a medium-sized, private institution of higher education as a prototype, Model 4 reveals the extent of university faculty and administrator involvement and interest in adult learning-related endeavors and subsequent collaboration with colleagues. Finally, Model 5 presents another means of collaboration among experts involving the development of a position paper by each participating professional that addresses a common topic. (KC)

#### ED 198 368 CE 028 086

**Model Building in Training. Symposium on Adult Learning Potential: An Agenda for the Future.** American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHHS), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—63p.; For related documents see CE 028 085-087.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adult Education, Adult Educators, \*Adult Learning, Adult Students, Educational Cooperation, \*Educational Needs, \*Educational Planning, \*Futures (of Society), Higher Education, Lifelong Learning, Models, Postsecondary Education, \*Training

This is the second of a series of three reports geared to educator training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document describes a symposium conducted by the Adult Learning Potential Institute in June, 1980. For the symposium, a diverse group of nine selected participants were asked to respond to a number of critical questions concerning adult learning and training in the future. After an orientation by Winifred Warnat, in which she invites participants to be creative and daring, the first part of the report contains selected comments from group discussions. The second part of the report contains short papers given by the nine participants on the following issues: learning versus information processing; meeting the stressful future; leisure and adult learning; the necessity of changing old patterns to meet adult learning needs; technology, folk heroes, and adult learning; dependency and authority as blocks to adult learning; the future of the education business; adult learning potential; and new models of learning. A short selection of random comments made during the symposium and a list of participants conclude the report. (KC)

#### ED 198 369 CE 028 087

**Model Building in Training. Toward the Twenty-First Century: Critical Issues in Adult Learning.** American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHHS), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—117p.; For related documents see CE 028 085-086.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Education, \*Adult Learning, \*Community Education, Educational Planning, Family Role, \*Females, Futures (of Society), Leadership Training, Leisure Time, Middle Aged

Adults, Models, \*Older Adults, Postsecondary Education, Program Development, \*Training, Unemployment

This is the third of a series of three reports geared to educator training and which encompass alternative approaches to collaboration and expert input, as well as a range of diverse topics related to adult learning. This particular document begins with a forecast of what might occur over the next twenty years in adult learning. The remaining five sections present critical issues that have implications for adult learning and training in the future. The first section focuses on the critical issue of unemployment, in which the "humanness factor" is presented as a major void in resolving the dilemmas faced by unemployed workers; next it provides a model that begins to address the dilemmas through the humanness factor. The next section acknowledges aging as a critical issue that needs to be addressed through training practices, demonstrating a method by using the family as a model of training. Leisure is the critical issue focused upon in the third section, which discusses the importance of educators needing to understand the profound impact that increased leisure will have on society in the future; four training models are presented. The fourth critical issue identified is women, with special emphasis placed on the potential and emerging power of middle-aged women in molding our culture; this discussion is followed by a comprehensive training agenda. Finally, a leadership training model is set forth for addressing the fifth critical issue, community education.

#### ED 198 370 CE 028 089

**Guide to Parent Involvement: Parents as Adult Learners. Overview of Parent Involvement Programs and Practices.**

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHHS), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—89p.; For related documents see CE 028 090-092. Some tables may not reproduce clearly due to small type.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Education, Adults, Blacks, \*Child Rearing, Discipline, Educational Planning, Futures (of Society), History, Literature Reviews, Models, Parent Child Relationship, \*Parent Education, \*Parent Participation, \*Parent Role, Parents, Postsecondary Education, \*Program Content, Program Development, Program Effectiveness, Program Evaluation, Programs, Socioeconomic Status

Identifiers—Home Start Program, Parent Effectiveness Training, Parent Study Groups, Relating Experientially with Parents and Children

This document is the first of a series of four developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This "Overview" is a panoramic scan of Parent involvement programs, including child-rearing practices. Divided into three sections, it addresses the basis for parent involvement, what it consists of, and what can be expected in the future. It includes a discussion of how parents and child-rearing practices have influenced the development of parenting and parent education programs. An analysis of numerous parent program models is presented, evaluating their strengths and weaknesses. In addition, critical issues and needs that parent involvement should address as we move toward the next century are examined. The Overview is intended to serve as an introduction for educators, including parent educators, who are working with parents. Through the information provided, insights into program planning and development are given. Two significant issues are raised: parents are neglected as resources; and neither parents nor educators involved with parents are viewed as adult learners. (KC)

#### ED 198 371 CE 028 090

**Guide to Parent Involvement: Parents as Adult Learners. The Family Academy Model of the Family as Educator.**

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHHS), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—59p.; For related documents see CE 028 089-092.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, Adults, Educational Planning, \*Family (Sociological Unit), \*Family Role, Futures (of Society), \*Individual Development, \*Learning Processes, Literature Reviews, Models, Nuclear Family, \*Parent Education, \*Parent Participation, Postsecondary Education, Social Change, Socioeconomic Influences

This document is the second of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This "Family Academy Model" provides one interpretation of how the family functions as educator. The report begins by revealing the dramatic changes that have taken place in American families during the past twenty years, based on the impact of lower birth rates, more women in the work force, higher divorce rates, postponement of marriage, and a changing economic climate. Chapter 2 discusses five alternative family forms—single-parent, reconstituted, non-kin, multigenerational, and retirement—and their implications for educators. In chapter 3, the family life cycle is examined through the traditional nuclear family. Contributions to understanding how the family educates are highlighted in chapter 4, which includes some thoughts on the family's curriculum content. In chapter 5, the family academy concept is presented with a description of its four primary learning tasks—role selection, personality acquisition, value formation, and behavioral patterning. The five-step learning sequence of the family academy is the focal point of chapter 6 and is applied to the development of life skills through four critical life events. Chapter 7 concludes with a discussion of the future of the family. (KC)

#### ED 198 372 CE 028 091

**Guide to Parent Involvement. Parents as Adult Learners. Parent Participation Profile.**

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHHS), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—50p.; Some pages may not reproduce well due to small or italic print. For related documents see CE 028 089-092.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Adult Education, Adults, Disabilities, \*Needs Assessment, \*Parent Education, \*Parent Participation, \*Participant Characteristics, Postsecondary Education, Pretests Posttests, Program Effectiveness, \*Program Evaluation

This document is the third of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, in addition to current parent education approaches and practices. This Parent Participation Profile (PPR) is intended for use in needs assessment and program evaluation based on participant perceptions. Designed to provide useable information for program development and practices, it consists of two parts, the manual and the instrument itself. In the first section of the manual, a complete explanation of the PPP, including its general goals, specific objectives, and its design, along with a description of its pilot use in Texas, is provided. The second section of the manual focuses on how to administer the instrument, while the third section consists of a sample PPP with intermittent explanations of the more complex items. The complete PPP follows the manual. The PPP consists of forty-five items, most following a Likert-scale format. It addresses four areas that have significant bearing on parent educa-



tion program designs. Those four areas are (1) previous participation, (2) attitudes about parent involvement, (3) handicapping conditions, and (4) participant demographics. It can be administered to parent participants prior to their entry into a program as a needs assessment for planning purposes, or as an evaluation at the completion of a program to determine program effectiveness. (KC)

**ED 198 373** **CE 028 092**

**Guide to Parent Involvement: Parents as Adult Learners. Annotated Bibliography on the Family.**

American Univ., Washington, D.C. Adult Learning Potential Inst.

Spons Agency—Department of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0524

Note—34p.; For related documents see CE 028 089-091.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Adult Education, Adults, Annotated Bibliographies, \*Child Rearing, Employed Parents, \*Family (Sociological Unit), Family Characteristics, Family Role, \*Family Structure, History, Older Adults, Parent Child Relationship, \*Parent Education, \*Parent Participation, Parent Role, Parents, Postsecondary Education, Public Policy

This document is the last of a series of four reports developed to provide a comprehensive overview of parent involvement, encompassing the family, parenting needs, and existing resources, along with parent education approaches and practices. This document, an annotated bibliography, presents brief descriptions of selected publications that relate to the family, with special consideration given to parent education. They address a wide range of issues covering trends, problems, policy, and research on the family's form and function and its influence on the individual parent and child. Included are such topics as parenthood, child-rearing, aging parents, and stepparenting; families in transition, culturally diverse families, the history of families, and family policy; parenting, child care, the family as educator, and work and the family. (KC)

**ED 198 374** **CE 028 093**

**Military Curricula for Vocational & Technical Education. Entomology Specialist 1-5.**

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—15 May 75

Note—333p.

Available from—The National Center Clearinghouse, Dr. Shirley Chase, The National Center for Research in Vocational Education, The Ohio State University, 1660 Kenny Rd., Columbus, OH 43210 ("Pictorial Keys" only; write for price).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC14 Plus Postage.**

**Descriptors**—\*Agricultural Education, Agricultural Occupations, Agriculture, Behavioral Objectives, Course Descriptions, Curriculum Guides, Ecology, \*Entomology, \*Equipment Maintenance, \*Equipment Utilization, Herbicides, Insecticides, Learning Activities, Lesson Plans, \*Pesticides, Postsecondary Education, Rats, Safety, Secondary Education, Vocational Education, Zoology

**Identifiers**—Military Curriculum Project, \*Pest Control, Pests

This plan of instruction, lesson plans, and student study guides and workbooks for a secondary-postsecondary level course for an entomology specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The course includes training on procedures for insect and rodent control, collection and identification of specimens, determination of control measures, identification and use of treatment solutions, and operation and maintenance of insecticide dispersal equipment. Three blocks of instruction cover 155 hours: (1) Entomology Fundamentals, Pesticides, and Equipment (11 lessons, 49 hours); (2) Control of Medically Important Pests (9 lessons, 58 hours); and (3) Control of Economically Important Pests (7 lessons, 48 hours). A Specialty Training Standard for student evaluation is provided.

The plan of instruction details the units of instruction, objectives, duration of lessons, and support materials needed. A study guide and a workbook are provided for each block. These materials contain objectives, reading assignments, and review exercises. Military manuals, commercial texts, and audiovisuals are recommended, but not provided. A pictorial reference ("Pictorial Keys") on insects is available from the National Center Clearinghouse—see availability statement. (YLB)

**ED 198 375** **CE 028 094**

**Military Curricula for Vocational & Technical Education. Programmer/Analyst 4-4.**

Department of the Army, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 78

Note—711p.; Not available in paper copy due to small and broken print.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, \*Computer Programs, Computers, \*Computer Science Education, Course Descriptions, Curriculum Guides, Learning Activities, Postsecondary Education, Programmed Instructional Materials, Programmers, \*Programming, \*Programming Languages, Secondary Education, Technical Education

**Identifiers**—\*COBOL Programming Language, Military Curriculum Project

This program of instruction and various instructional materials for a secondary-postsecondary level course for programmer/analysts is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The eight-week, three-section course is designed to provide the skill to program electronic computers structured in COBOL and to code job streams using IBM, DOS, JCL, and utility programs. The program of instruction suggests a time schedule and gives the learning objective and reference(s) for each topic. Section 1, Data Representation, consists of a programmed text covering the binary, octal, and hexadecimal systems. Section 2, Basic COBOL Programming, contains a text and problem exercises with some answers. Topic areas include processing and updating a sequential file, producing an edited report and a report with calculations, processing external and internal tables, and debugging syntax errors. Section 3, Operating Systems, includes a text and programmed text. It focuses on disk operating systems (DOS) organization and operation. Specific topics include coding DOS Job Streams, DOS Librarian Programs, and DOS Utilities and Sorts. (YLB)

**ED 198 376** **CE 028 095**

**Mick, Susan H.**

**Florida Driver Education Handbook.**

Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.

Pub Date—80

Note—362p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC15 Plus Postage.**

**Descriptors**—Adult Education, Drinking, \*Driver Education, Insurance, Learning Activities, Motor Vehicles, Reading Improvement, Secondary Education, Study Guides, Tests, Textbooks, \*Traffic Accidents, \*Traffic Safety, Vocabulary, \*Vocabulary Development

This student edition contains the same basic information as the official Florida Driver Handbook, but the reading difficulty of the material has been sharply reduced. It also provides activity-oriented exercises and review tests on this material. Introductory materials include a complete listing of all activities given, some vocabulary exercises (such as are found the beginning of each chapter in the handbook to improve student reading), and brief overview of the Department of Highway Safety and Motor Vehicles. Each of the five chapters contains vocabulary improvement material and exercises, informative materials, activities, practice test, and answers to all activities and tests. Topics covered include licenses; driver examination; driving privilege revocation, suspension, and cancellation; driving after drinking; accidents; insurance laws; natural laws; traffic signals and signs; parking; defensive driving; motor vehicle inspection; motorcycles;

chauffeur license; and emergency equipment. Between chapters 4 and 5 is a 30 page review section that also provides informative materials and activities. A glossary is appended. (YLB)

**ED 198 377**

**CE 028 098**

**Rea, Lorraine**

**The Woman Within.**

South Hills Health System, Homestead, Pa.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—81

Note—52p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Adult Education, Adults, \*Assertiveness, Communication Skills, Fear, \*Females, Individual Development, Instructional Materials, Interpersonal Competence, Interpersonal Relationship, Leaders Guides, Leadership Qualities, Males, Personality Development, Postsecondary Education, \*Self Actualization, \*Self Concept, \*Self Esteem, Self Evaluation (Individuals), \*Self Help Programs, Sex Fairness, Sex Stereotypes, Social Behavior

This document is a leader's guide for conducting a course in improving self-esteem for mature middle- and upper-class women. After a section on characteristics needed by group leaders and pointers on conducting group discussions, the document contains lesson plans for eight discussion-group lessons. Topics covered during the eight sessions include the following: the importance of a positive self-image; discovering the roots of the self-image; putting yourself in control; the importance of honest communication; putting male relationships in the proper perspective (2 sessions); overcoming fears; and putting it all together. Each lesson plan contains exercises for participants, handouts, and tips for the group leader. Optional pre- and posttests for evaluating the course are included in an appendix to the document. (KC)

**ED 198 378** **CE 028 099**

**Equity in Corrections: A Generalized Planning Model.**

South Carolina Univ., Columbia.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—107p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Adults, \*Affirmative Action, Behavioral Objectives, \*Correctional Rehabilitation, Employed Women, Employment Practices, \*Equal Opportunities (Jobs), Females, Flow Charts, Guidelines, Justice, Master Plans, Minority Groups, \*Models, Needs Assessment, Performance, \*Personnel Policy, Planning, \*Policy Formation, Program Development, Program Implementation, Sex Fairness

This guide is a generalized planning model for administrators and mid-management personnel who are trying to develop and maintain effective correctional systems, and to ensure equity for women and minorities employed in these systems. It contains directions for developing systematic, proactive equity plans for implementation by correctional agencies. The generalized planning model gives step-by-step instructions and general guidelines to be followed in producing correctional agency or institution plans which comply with legislative mandates and implement agency or institution goals for affirmative action and equal employment opportunity. Following a section of directions for users, the planning model consists of the three chapters in the guide and a flowchart. Since there are three major parts which should be included in an agency plan, the three chapters describe briefly the three components, and give directions for writing each section in an agency plan. Chapter 1 tells how an agency develops a rationale for equity; Chapter 2 explains how an agency assesses needs for equity; and Chapter 3 describes how an agency sets goals and implements activities. The flowchart model, which is a graphic representation of the functions involved in planning, shows the three major functions described in the three chapters, and also shows the elements which make up each function. Appendixes contain a description of the development of the generalized planning model; sample forms for use in making equity plans; and a bibliography. (KC)



**ED 198 379** **CE 028 101**

**Handbook of Selective Placement of Persons with Physical and Mental Handicaps in Federal Civil Service Employment.**  
Office of Personnel Management, Washington, D.C.

Report No.—OPM-DOC-125-11-3

Pub Date—Mar 79

Note—77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number: 006-000-01093-8).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), Adults, Affirmative Action, Agency Cooperation, Blindness, Change Strategies, Counselor Role, Deafness, Definitions, Disabilities, Employment, Federal Government, Hearing Impairments, Job Placement, Mental Retardation, Physical Disabilities, Program Development, Program Implementation, Public Agencies, Rehabilitation, Veterans, Visual Impairments

Identifiers—Civil Service

This handbook for the selective placement of persons with physical and mental handicaps in federal civil service employment consists of eleven sections. Topics covered in section 1 include affirmative action, nondiscrimination, reasonable accommodation, definition of the term handicapped, acceptable terminology, and program implementation. Section 2 examines the role of the agency coordinator in such areas as eliminating attitudinal and procedural barriers, recruiting handicapped applicants, modifying jobs and work sites, unpaid experience and special employment programs, employee orientation and follow-up, and career development. Section 3 contains similar material on the role of the rehabilitation counselor. Architectural and transportation barriers and special provisions for handicapped individuals (special testing, temporary trial appointments, excepted appointments, and certification procedures) are described in sections 4 and 5. The next five sections examine blindness and visual impairment, deafness and hearing impairment, mental illness, mental retardation, and mobility and other physical handicaps. The needs, job possibilities, and placement of individuals with these disabilities are outlined. Preference and counselors, special employment programs, and organizations and services are discussed in the final section on disabled veterans. Lists of references and selected readings are provided. (MN)

**ED 198 380** **CE 028 102**

**Paull, Barbara I.**

**How About a Little Strategy? An Idea Book for Mothers in School or Training.**

KNOW, Inc., Pittsburgh, Pa.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—41p.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Students, Career Choice, Child Caregivers, Child Rearing, Citations (References), Coping, Divorce, Educational Planning, Family Life, Family Problems, Family Relationship, Females, Financial Problems, Homemakers, Marital Status, Married Students, Models, Mothers, Postsecondary Education, Problem Solving, Resource Materials, Spouses, Student Financial Aid, Student Problems, Student School Relationship, Training Methods, Womens Education

Identifiers—Pennsylvania (Allegheny County)

This guidebook was developed to aid mothers who are attending school or training programs and also have preschool or school-age children at home, to find new approaches to their complicated life situations. Based on the experiences of 215 women in Allegheny County Pennsylvania (Pittsburgh), the booklet describes some of the problems they faced as they went through their educational programs, and shows some of the practical, workable ways in which they attacked their problems, i.e., their strategies. The guide is divided into two sections. Section 1 describes six "case histories" of women in various marital, family, income level, and social status situations (composites drawn from many women in these categories), and relates their problems with money, child care, relationships to husbands and other family members; it then shows how they are coping and makes suggestions about how they could attack

their problems more effectively. Part 2 presents some ideas for women preparing to start an educational program. Topics covered include choosing a school or training program, financial help, child care, choosing a career, and support networks. Names and addresses of potentially helpful organizations, as well as suggested references, are provided. The book concludes with a list of model programs for school administrators, counselors, trainers, and teachers that address the needs of women. (KC)

**ED 198 381** **CE 028 105**

**Minorities and Women in Private Industry. 1978**

**Report. Vol I.**

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—Feb 80

Note—695p.; Not available in paper copy due to small print. For a related document see CE 028 106.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-015-0053-7).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, Clerical Occupations, Communications, Construction Industry, Employed Women, Employment, Employment Patterns, Employment Statistics, Finance Occupations, Hispanic Americans, Industry, Insurance Companies, Laborers, Labor Force, Males, Managerial Occupations, Manufacturing Industry, Minority Groups, Occupational Surveys, Occupations, Office Occupations, Professional Occupations, Race, Real Estate, Sales Occupations, Service Occupations, Sex, Technical Occupations, Transportation, Utilities

Identifiers—Mining Industries, Pacific Islands, Private Industry, United States

This document is the first of two volumes of tables summarizing the data obtained from the Employer Information Reports (EEO-1) for 1978. Figures were obtained from a total of 39,000 employers with 36 million employees. These figures cover about half of all private, non-farm workers, as compared to U.S. Bureau of Labor Statistics' annual average employment statistics. Volume 1 contains two tables. Table 1 relates occupational employment in private industry by race/ethnic group and sex and by industry in the United States (excluding Hawaii). Table 2 relates occupational employment in private industry by race/ethnic group and sex and by state and industry. An EEO-1 form and instructions are appended. (KC)

**ED 198 382** **CE 028 106**

**Minorities and Women in Private Industry. 1978**

**Report. Vol II.**

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—Feb 80

Note—604p.; Not available in paper copy due to small print. For a related document see CE 028 105.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-015-0053-7).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, Clerical Occupations, Communications, Construction Industry, Employed Women, Employment, Employment Patterns, Employment Statistics, Finance Occupations, Hispanic Americans, Industry, Insurance Companies, Laborers, Labor Force, Males, Managerial Occupations, Manufacturing Industry, Minority Groups, Occupational Surveys, Occupations, Office Occupations, Professional Occupations, Race, Real Estate, Sales Occupations, Service Occupations, Sex, Technical Occupations, Transportation, Utilities

Identifiers—Mining Industries, Pacific Islands, Private Industry, Standard Metropolitan Statistical Areas, United States

This document is the second of two volumes of tables summarizing the data obtained from the Employer Information Reports (EEO-1) for 1978. Figures were obtained from a total of 39,000 employers with 36 million employees. These figures cover about half of all private, non-farm workers, as compared to U.S. Bureau of Labor Statistics' annual av-

erage employment statistics. Volume 2 contains two tables. Table 1 relates occupational employment in private industry by race/ethnic group and sex and by industry for Standard Metropolitan Statistical Areas (SMSA's) with population of 1,000,000 or more. Table 2 relates occupational employment in private industry by race/ethnic group and sex for SMSA's with populations of less than 1,000,000. An EEO-1 form and instructions are appended. (KC)

**ED 198 383** **CE 028 107**

**Emergency Care Skills for Occupational Health Nurses.**

North Carolina State Dept. of Community Colleges, Raleigh. Occupational Information Center.

Report No.—NUR-3043

Pub Date—Oct 80

Note—111p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, Competence, Guidelines, Injuries, Instructional Materials, Job Skills, Learning Activities, Lesson Plans, Material Development, Medical Services, Nurses, Postsecondary Education, Practical Nurses, Professional Continuing Education, Program Development, Skills, Teaching Guides

Identifiers—Emergency Medical Services, Occupational Health

Designed for use in community colleges, technical colleges, and technical institutes, this manual contains a course for teaching emergency care skills to both licensed practical and registered nurses employed in occupational health. The manual consists of three sections. In section 1 the need for the course, its content, objectives, length, availability, and requirements are outlined. Student requirements, developing test materials, and credit and certificates of completion are discussed in section 2. The third section consists of eleven lessons. Each lesson contains a list of objectives, required materials, and instructor references as well as a detailed lesson plan, including times allotted for various activities. Lesson topics include medico-legal aspects and record keeping; chest injuries, airway obstructions, and control of bleeding; shock; basic life support; oxygen therapy and equipment; facilities; injuries to the head, nervous system, abdomen, and genitourinary system; medical emergencies; childbirth; environmental emergencies; and patient handling. Appendices contain a suggested class schedule, lesson titles and reading assignments, an instructor reference list, Occupational Safety and Health Administration requirements for occupational health medical facilities, a material safety data sheet, a list of competencies and skills for occupational health nurses, and emergency care skills for occupational health nurses' examinations. (MN)

**ED 198 384** **CE 028 108**

**Young, John P. And Others**

**Factors Affecting Nurse Staffing in Acute Care Hospitals: A Review and Critique of the Literature. Nurse Planning Information Series 17.**

Public Health Service (DHHS), Rockville, Md. Div. of Nursing.

Report No.—DHEW-PUB-HRA-81-10; HRP-0501801

Pub Date—Jan 81

Contract—HRA-232-78-0150

Note—298p.

Available from—National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Bibliographies, Environmental Influences, Facilities, Hospitals, Influences, Labor Needs, Literature Reviews, Medical Services, Needs, Nurses, Nursing, Nursing Education, Patients, Personnel Needs, Program Design, Program Development, Research Needs, Staff Role, Staff Utilization, Synthesis

Identifiers—Intensive Care Nursing

A critical review of literature on factors affecting nurse staffing in acute care hospitals, with particular regard for the consequences of a movement from team nursing to primary nursing care, was conducted. The literature search revealed a need for more research on the philosophy of nursing and nursing goals and policy as they relate to nurse staffing methodologies. Personnel and patient factors (especially education, staffing patterns, and the use of part-time and agency personnel) have been exam-

ined more or less rigorously. Care requirements as required by patient classification systems have also received intensive study. Nursing service organization, unit management, scheduling, and the modified work week are among management factors that have received descriptive treatment in literature. However, study of the interrelationships of these factors have largely been ignored. Team nursing, the Loeb Center system, unit assignment, and primary nursing care are among the organizational modes of nursing that have been examined. Unit design, the use of computers as it affects nursing schedules, and the unit dose system are among the few environmental factors to affect nursing care discussed in literature. (Seventy-one pages of references are appended.) (MN)

**ED 198 385** CE 028 112  
Connections. A Program for Middle School Students about Women and Work and Skills for Good Jobs. Leader's Guide.  
YWCA of Boston, Mass.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.  
Pub Date—81  
Note—270p.; For a related document see CE 028 113.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Behavioral Objectives, \*Career Education, Career Exploration, Education Work Relationship, Employed Women, \*Employment Opportunities, \*Employment Problems, \*Females, Games, Instructional Materials, Intermediate Grades, \*Job Skills, Junior High Schools, Learning Modules, \*Nontraditional Occupations, Occupational Information, Program Implementation, Sex Stereotypes, Skilled Occupations, Teaching Methods, Technical Occupations

This leader's guide is part of a multi-media curriculum package aimed at informing students in grades 6 through 9 about women's work prospects and problems and new opportunities for women in nontraditional occupations; it is also designed to help students engage in school activities to explore skilled trade and technical fields. The first section of the guide provides background information about women and work (female labor force participation, common sex stereotypes, the importance of technical and trade skills, and new job opportunities for women) and general suggestions for program implementation. Detailed instructions on how to use the materials provided in the fifteen-module gamebook (available separately through ERIC—see note) and the text of the gamebook itself constitute the bulk of the guide. The information prefacing each activity includes statements of the activity's purpose and what students will do to complete the activity, a list of supplies needed, necessary leader preparation, time needed, steps for introducing the activity, and suggested follow-up activities and questions. The third section of the guide contains the script of a sound filmstrip presentation designed to be used in conjunction with the gamebook. (MN)

**ED 198 386** CE 028 113  
Connections. A Program for Middle School Students about Women and Work and Skills for Good Jobs. Gamebook.  
YWCA of Boston, Mass.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.  
Pub Date—81  
Note—162p.; For a related document see CE 028 112.

Pub Type—Guides - Classroom - Learner (051)  
**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Behavioral Objectives, Career Education, \*Career Exploration, Educational Games, Education Work Relationship, Employed Women, \*Employment Opportunities, \*Females, Instructional Materials, Intermediate Grades, \*Job Skills, Junior High Schools, Learning Modules, \*Nontraditional Occupations, Occupational Information, Sex Stereotypes, \*Skilled Occupations, Technical Occupations

This fifteen-module gamebook is part of a multi-media curriculum package aimed at informing students in grades 6 through 9 about women's work prospects and problems and new opportunities for women in nontraditional occupations; it is also designed to help students engage in school activities to explore skilled trade and technical fields. Specific topics of the thirty activities contained in the modules include student goals and perceptions of

the world of work, sex stereotypes, nontraditional occupations for women, family budgets and the role of the working housewife in contributing to family income, working with basic tools, working with electricity, lifting and moving objects, using math for design purposes, the multiple applications of eight basic trade skills, actual exposure to women at work in trade occupations, job opportunities and salaries available to members of twenty-four different trades, opportunities for learning trade and technical skills in school, learning about the world of work, definitions of trade-related terms, and coping with pressures against entering nontraditional occupations. Among the novel formats employed in individual games are bingo, quiz shows, finding hidden objects, role playing, and auctions. (The leader's guide is available separately through ERIC—see note.) (MN)

**ED 198 387** CE 028 120  
Dacus, Phyllis. Comp. Selph, Patricia M. Comp.  
Research and Development Projects. 1980 Edition.

Employment and Training Administration (DOL), Washington, D.C.  
Pub Date—80  
Contract—DOL-20-51-77-19

Note—222p.; For related documents see ED 131 731, ED 173 467, and ED 185 373.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Administrative Policy, Employment Practices, \*Employment Programs, \*Federal Programs, Foreign Countries, Grants, International Relations, \*Job Development, Labor Force, \*Labor Force Development, Labor Market, Local Government, Program Descriptions, \*Program Development, \*Research Projects, Resource Materials, Socioeconomic Influences, State Programs, Underemployment, Unemployment, Work Attitudes

Identifiers—Employment and Training Administration, Office of Research and Development, United States

Projects funded by the Office of Research and Development (ORD) of the Employment and Training Administration are summarized in this document. It includes all projects active on September 30, 1980, and all those completed between October 1, 1977, and September 30, 1980. The projects and publications presented in chapters 1-4 are grouped by subject matter. The four subject areas and subareas are Program Planning and Administration (Comprehensive Employment and Training Act Agency Planning, Labor Market and Other Information Systems, Agency Capabilities, Research and Development Evaluation and Planning); Programs and Techniques (Education, Public Employment Programs, Supported Employment, Training and Apprenticeship, Upgrading and Job Restructuring, Welfare Recipient Programs, Worker Assessment and Orientation, Other Supportive Services for Workers and Trainees, Programs for Other Unemployed); the Labor Market (Labor Force, Labor Market, Labor Demand—General; Labor Force, Labor Market—Specific Sectors and Cohorts; Employer Practices; Worker Attitudes); and Economic and Social Policies. Institutional, doctoral dissertation, and small research project grants are listed separately in chapter 5. Projects supervised by the Department of Labor's Bureau of International Labor Affairs are presented in chapter 6. (Earlier editions are also available through ERIC—see note.) (MN)

**ED 198 388** CE 028 121  
Self-Directed Job Search: An Introduction.  
Employment and Training Administration (DOL), Washington, D.C.

Pub Date—80  
Note—41p.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Career Education, \*Economically Disadvantaged, Employment Interviews, Employment Programs, \*Employment Services, Experiential Learning, Information Services, Job Application, Job Placement, \*Job Search Methods, \*Learning Activities, Program Descriptions, \*Program Development, \*Skill Development

Identifiers—Comprehensive Employment and Training Act, Prime Sponsors  
This document provides an introduction to a job search training activity—self-directed job search—which can be implemented by Private Industry Councils (PICs) or Comprehensive Employment

and Training Act (CETA) Prime Sponsors. The first section introduces self-directed job search for the economically disadvantaged. The next section describes this planned activity whose purpose is to inform, instruct, and provide practical experience to job seekers in identifying, initiating contact, and interviewing with prospective employers in order to find a job for themselves. In the third section are described three programs which illustrate the activity in operation. Section 4 overviews the basic structure of self-directed job search: information, skill building, and support. Section 5 addresses variables which PICs and CETA Prime Sponsors must consider in electing to implement a self-directed job search program in relation to resources and needs of locality as well as overall employment and training priorities. Limitations of self-directed job search are discussed in section 6. An annotated bibliography of selected job search materials is also provided. The thirteen publications listed deal mainly with the content of job search training, not with the matter of training techniques and procedures. (YLB)

**ED 198 389** CE 028 124  
Kowle, Carol P., Ed.

Proceedings. Annual Vocational Education Dissemination and Utilization Conference (3rd), Columbus, Ohio, November 12-14, 1980.  
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.  
Bureau No.—498MH00014

Pub Date—Jan 81  
Contract—300-78-0032

Note—96p.  
Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Change Strategies, \*Educational Cooperation, Educational Planning, \*Information Dissemination, \*Information Utilization, Institutional Cooperation, Instructional Materials, Models, \*Program Development, Program Effectiveness, \*Program Improvement, State Programs, \*Vocational Education

These proceedings contain reports and outlines of presentations given at a national conference that focused on organizing for dissemination collaboration in the field of vocational education. The text of a report on organizing for dissemination collaboration and the presentation outline of an address on collaboration for program improvement in the eighties are included. Orientation to dissemination and utilization networks and systems and new, selected dissemination and utilization products are discussed. Findings of conference sessions devoted to problems in organizing for dissemination collaboration and the identification of promising dissemination practices are summarized. Exemplary dissemination programs in four states (Oregon, Florida, Pennsylvania, and Oklahoma) are examined. Three reports on developing collaborative dissemination and utilization programs are presented. Also provided are examples of collaboration plans operating in Alabama, Connecticut, Florida, Kansas, and Illinois. Dissemination and utilization program interaction with the field and methods for determining the impact of research and development products are described. A summary of conference goals and outcomes concludes the proceedings. (MN)

**ED 198 390** CE 028 129  
Mertens, Donna. And Others

Policy Study for Rural Vocational and Adult Education.  
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.  
Bureau No.—498MH00014

Pub Date—Nov 80  
Contract—300-78-0032

Note—238p.; For a related document see CE 028 191. Occasional marginal legibility.  
Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Adult Education, Educational Legislation, \*Educational Needs, Educational Planning, Educational Policy, Federal Aid, \*Federal Legislation, Literature Reviews, National Surveys, Policy, Policy Formation, Program Development, \*Program Improvement, \*Rural Areas, Rural Education, Rural Urban Differences,

### State Programs, Synthesis, \*Vocational Education

A study examined the vocational and adult education system in isolated rural areas. The study included a review of literature, legislation, and exemplary programs, and conducted interviews with community leaders in twenty isolated, rural counties. Unstructured telephone interviews with representatives of the business, civic, and education sectors, supplemented by printed documents, resulted in the identification of problems facing vocational and adult education in rural areas. These included a lack of jobs, funding, and transportation; sparse populations; difficulties with teacher recruitment and retention; inadequate counseling and guidance services; lack of grantsmanship abilities; inaccessibility of services; student characteristics; and legislative mandates. The study revealed the importance of preserving the autonomy of the rural community, simplifying funding applications, and changing funding formulas. Nine priority areas relating to economic development, teacher training, linkages, access to education, supplementary services, and the needs of special populations were identified. Six policy implications were derived. These included providing technical assistance and federal funds for rural vocational and adult education, sponsoring research responsive to priority areas, establishing an office of rural education as a linking agency with federal agencies, and encouraging state departments of education to re-evaluate their rural programs. (MN)

ED 198 391

CE 028 131

Dyrenfurth, Michael J.

### Industrial Arts in Postsecondary/Adult Education: An Initial Exploration of the Possibilities.

Pub Date—5 Dec 78

Note—66p.; Some figures will not reproduce well due to small print.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Education, Cooperative Programs, \*Educational Cooperation, Educational Environment, \*Educational Objectives, \*Industrial Arts, \*Postsecondary Education, Program Descriptions, Social Influences, Sociocultural Patterns

This paper investigates, analyzes, synthesizes, and subsequently proposes some potential consequences of the interaction of industrial arts and postsecondary/adult education as set within the context of today's society. Part 1 first lists fourteen key societal influences, trends, and characteristics which provide a conceptual description of the context of the educational environment as a basis for the proposals to be made. It then presents an overview of the postsecondary arena's institutions, populations, programs, and objectives. Part 2 begins with a synthesis of industrial arts objectives. It then explores the possibilities of industrial arts in postsecondary/adult education. Suggestions include contributions of industrial arts to postsecondary/adult education program objective areas of (1) occupational/vocational/technical/pretechnical education, (2) recreational/leisure/cultural and vocational education, (3) basic education, and (4) transfer/liberal arts/college parallel education. (YLB)

ED 198 392

CE 028 132

Arthur, Patricia, Ed.

### Resources in Vocational Education. Volume 13, Number 1, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—163p.

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Bibliographies, Career Education, \*Curriculum Development, Federal Programs, Instructional Materials, Program Descriptions, Reference Materials, \*Research Projects, Serials, State Programs, \*Technical Education, \*Vocational Education

Identifiers—\*ERIC, Vocational Education Amendments 1976

This compilation of approximately 250 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The National Diffusion Network is profiled. (YLB)

ED 198 393

CE 028 133

Martin, Edwin W. And Others

### Research Directory of the Rehabilitation Research and Training Centers. Fiscal Year 1980. 10th Edition.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—Jan 81

Note—503p.; For related documents see ED 170 568, ED 170 569, and ED 181 310. Marginally legible due to uneven print quality.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Abstracts, Blindness, Daily Living Skills, Deafness, Directories, \*Educational Research, \*Medical Research, \*Mental Retardation, Program Descriptions, Reference Materials, \*Rehabilitation, Rehabilitation Centers, \*Research Projects, Research Utilization, \*Vocational Education, Vocational Training Centers

This tenth edition of the Research Directory of the Rehabilitation Research and Training (RT) Centers reports the FY 1980 research activities of twenty-one RT Centers (11 medical, 3 vocational, 3 mental retardation, 2 deafness, 1 blindness, and 1 mental health). The 266 abstracts are organized under the RT Centers located at these institutions: New York University (2), University of Minnesota, University of Washington, Baylor College of Medicine, Emory University, Tufts University, Temple University, The George Washington University, University of Colorado, University of Wisconsin, University of Arkansas, West Virginia University, University of Oregon, University of Alabama in Birmingham, Northwestern University, Texas Tech University, University of Wisconsin-Stout, University of California/San Francisco, University of North Carolina at Chapel Hill, Boston University. Preceding the abstracts under each RT Center are listings of the center's core areas of research, and completed, continuing, new, discontinued, and proposed projects. Core area descriptions of four new RT Centers (1 mental illness, 1 independent living, 2 aged handicapped persons) are also provided. Each abstract includes objectives, methodology, findings, and applicability. The name of the principal investigator, status of the research activity, and relevant fiscal data are included in bolder type. A subject index and principal investigator's index are provided. (YLB)

ED 198 394

CE 028 137

Bachman, Jerald G.

### Schooling as a Credential: Some Suggestions for Change. An Issue Paper.

Pub Date—79

Note—11p.; Paper presented at the Symposium on Schooling and Youth Unemployment (Sept 6-7, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Credentials, \*Educational Attainment, Educational Background, Educational Certificates, Educational Status Comparison, \*Education Work Relationship, Graduation, \*Minimum Competency Testing, National Competency Tests, \*Out of School Youth, Part Time Employment, Student Certification, Student Employment, Unemployment, Work Experience, \*Youth Employment, Youth Problems

Schooling has been overused as a credential, and the way to reduce the credential value of sheer years of schooling is to provide better alternative credentials. Research findings indicate high unemployment among those who have not attained a high school diploma. A productive approach toward reducing this overemphasis on diplomas and years of schooling is to develop better, more functional credentials so that employers have a more reliable basis for judging applicants. Two alternative credentials are based on early employment (part-time jobs) and competency testing. A suggestion for facilitating the development and use of competency testing is that the National Institute of Education undertake a major research and development program to prepare very large pools of items appropriate for use in basic competency testing programs and then make these item pools available to the public without restriction. The paper, Competency Testing: Avoiding Some of The Pitfalls, is appended. (YLB)

ED 198 395

CE 028 138

### Guide to Federal Funding in Career Education, Education and Work and Vocational Education.

Coordinating Committee on Research in Vocational Education (ED), Washington, D.C.

Pub Date—Sep 80

Note—39p.; For a related document see ED 181 243.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Career Education, \*Demonstration Programs, \*Educational Development, \*Educational Research, Education Work Relationship, \*Federal Aid, Federal Programs, Program Descriptions, Research Projects, \*Vocational Education

This brochure by the Coordinating Committee on Research in Vocational Education (CCRVE) for prospective grantees and contractors provides information on the various kinds of federal funding for research, development, and demonstration projects available in vocational education, career education, and education and work. It discusses these federal programs represented by CCRVE. Section 2 outlines the administrative echelons within the United States Department of Education. Five succeeding sections outline the work of those offices within the Department of Education which are primarily concerned with funding programs and projects in vocational education, career education, and education and work. They include (1) The Fund for the Improvement of Postsecondary Education within the Office for Educational Research and Improvement, (2) The Office of Career Education, (3) The Office of Vocational and Adult Education, (4) The National Institute of Education within the Office for Educational Research and Improvement, and (5) Office of Special Education and Rehabilitative Services. Contact persons for additional information are listed. Section 8 suggests other sources of funding and lists contact persons for further information. Section 9 describes federal and state project information publications. Resource publications to which one may subscribe are listed in section 10. (YLB)



ED 198 396 CE 028 150

Fraser, James R., Ed.  
Vermont VICA. Achievement Program Guide for VICA Advisors. "Involving Handicapped and Disadvantaged in VICA".

Hartford Area Vocational Center, White River Junction, Vt.

Spons Agency—Hartford School District, White River, Vt.

Pub Date—[80]

Note—26p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, Academic Ability, \*Academic Achievement, Achievement, \*Disabilities, \*Disadvantaged, Incentives, Individualized Instruction, Leadership, Leadership Training, Program Guides, Secondary Education, Student Leadership, Student Needs, \*Student Organizations, \*Student Participation, \*Vocational Education

Identifiers—Vermont, Vocational Industrial Clubs of America

This Vocational Industrial Clubs of America (VICA) Achievement Program Guide is designed to provide the advisor-teacher with ideas to help in developing an achievement program involving handicapped and disadvantaged students. Suggestions are made to the teacher for making VICA work, individualizing rank requirements depending upon a student's needs and learning abilities, and paralleling tasks for required activities with the regular class curriculum. A sample activity/task report form is provided on which students record assigned activities/tasks. It then becomes part of the students' permanent record files. Achievement activities/requirements for the four steps on each of the leadership and skills ranks as well as the American VICA Degree and International Industrial Degree are outlined on separate sheets. Other information provided for each classification are a brief description of the procedures to evaluate student leadership or occupational development for the award, step number, rank, and insignia. (YLB)

ED 198 397 CE 028 186

Sels, Nina A. Coleman, Deborah Dye  
In the Public's Opinion: Consumer Economic Competencies for the School.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712552

Pub Date—80

Contract—NIE-G-80-0115

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Consumer Economics, \*Consumer Education, Consumer Protection, \*Educational Responsibility, Interviews, \*Money Management, National Surveys, Parent Responsibility, Parent Role, \*Public Opinion, School Responsibility, \*School Role, Skills, Student Responsibility, Student Role

A national survey, sponsored by the National Institute of Education and undertaken by the National Center for Research in Vocational Education, focused on ascertaining the school's role in teaching competencies related to good consumer practice. Questions concerning where such competencies should be taught and where they are actually learned were asked of the general adult public in face-to-face interviews. In the public's opinion, competencies pertaining to consumer power, money management, and consumer finance were the shared responsibilities of the home, school, and individual. Where these competencies were actually learned, however, was not necessarily where the public perceived that they should be taught. For the most part, consumer economic competencies were perceived to be self-taught. (Appendixes contain survey information, including survey questions and competencies for both consumer economics and occupational adaptability.) (YLB)

ED 198 398 CE 028 190

Mertens, Donna M.

Effects of Vocational Education on Participants.

Pub Date—81

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981). For a related document see CE 028 181.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational Research, Employment, \*Followup Studies, \*Job Satisfaction, \*Outcomes of Education, Participant Satisfaction, Postsecondary Education, \*Program Effectiveness, Secondary Education, Student Attitudes, Success, Unemployment, \*Vocational Education

A study was conducted to identify, assemble, and summarize all studies on the effects of vocational education that were reported from 1968 to 1979. Computer searches, reviews of bibliographies, card catalogues, direct solicitation of reports, and consultant recommendations yielded 117 local, state, regional, and national studies that met the criteria for the review. Studies were categorized according to the type of dependent variable that they addressed, as well as the level of schooling. The dependent variables fell into three broad categories: employment, education, and ancillary effects. In the area of employment effects, the results suggested that a higher percentage of vocational graduates (compared with nonvocational graduates) are employed upon graduation from high school; however, the unemployment rates for the two groups are not significantly different. At the postsecondary level, two comparative studies found that postsecondary vocational education graduates experienced less unemployment than did individuals who did not have postsecondary training or who were enrolled in a nonvocational postsecondary program. In the area of educational effects, all twenty-one of the state and local studies that addressed satisfaction with training at the secondary level reported that the majority of the vocational students were satisfied with their training. (LRA)

ED 198 399 CE 028 191

Mertens, Donna M.

Policy Study of Vocational and Adult Education in Rural Areas.

Pub Date—81

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981). For a related document see CE 028 129.

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, \*Adult Education, \*Community Attitudes, \*Educational Assessment, Educational Needs, Employment Problems, Financial Problems, National Surveys, Policy Formation, \*Rural Areas, Rural Education, Rural Environment, Rural Schools, \*Vocational Education

This study of the vocational and adult education system in isolated rural areas was designed to provide information that is necessary for the development of policy for vocational and adult education in isolated rural areas. The study consisted of a review of literature; unstructured interviews with representatives of the business, civic, and educational sectors of rural areas; a review of pertinent legislation; and an examination of exemplary programs. The perceptions of the people who have the responsibility for providing vocational and adult education in the twenty isolated rural areas form the basis of the results. An overwhelming consensus was found concerning the lack of jobs in these rural areas. Lack of funding tied with lack of jobs was the most frequently mentioned problem. Most of the schools and public services agencies cover large service areas, meaning their clients must travel long distances on poor or nonexistent roads, with no public transportation available. A wide range of problems were categorized as administrative programming, including limited populations, unavailability of qualified teachers, lack of guidance services, administrative burdens, and lack of services for adults. (A list of policy implications resulting from the study is appended.) (LRA)

ED 198 400 CE 028 195

Nunez, Ann R. And Others

Policy Study for Urban Vocational and Adult Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—80

Contract—300-78-0032

Note—233p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Adult Education, Community Attitudes, Community Problems, Demonstration Programs, \*Educational Needs, Educational Planning, Needs Assessment, Postsecondary Education, Secondary Education, Site Analysis, Site Selection, \*Urban Areas, \*Urban Education, Urban Schools, \*Vocational Education

The purpose of this study was to provide recommendations to the U.S. Department of Education, Office of Vocational and Adult Education for improving education in urban areas. Major project activities included a review of the literature, convening of a task force, the completion of site reports, a legislative review, and an examination of selected exemplary programs. Ten cities, each over one-half million population, were selected for the site report sample. Business, education, and community persons representing the sample cities were contacted by telephone and were asked for their views about problem/needs in vocational and adult education. The information gathered suggested problems and needs in several important policy areas. Among them were linkages and training; funding and legislative priorities; employment concerns; and vocational and adult education facilities, enrollment, services, and programming. In addition, it was found that desegregation and busing often draw the greatest attention of politicians, educators, and citizens, and the provision of educational training services becomes a secondary matter. (Site descriptions are appended.) (LRA)

ED 198 401 CE 028 213

Puerto Rico Experimental Model Dental Auxiliary Training Program. The Comprehensive Report, October 22, 1976-February 24, 1980.

Puerto Rico Univ., San Juan. School of Dentistry. Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date—80

Contract—HRA-231-76-0079

Note—71p.; Not available in paper copy due to light print. For related documents see CE 028 214-215.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Allied Health Occupations, \*Allied Health Occupations Education, Competency Based Education, Curriculum Development, Demonstration Programs, \*Dental Assistants, \*Dental Hygienists, Higher Education, Postsecondary Education, Program Descriptions, Program Effectiveness, Program Evaluation

The Dental Auxiliary Department of the University of Puerto Rico designed a career option dental auxiliary training program which is a step ladder program with three exit points over a period of two academic years. The first option is a six-month track to train a traditional chairside dental auxiliary. The second option is a nine-month track to train an expanded-functions dental auxiliary in basic preventive and restorative dentistry. The third option is an eighteen-month track to train an expanded-functions dental auxiliary in advanced preventive dentistry and periodontics. The program is primarily designed for students who have a high school diploma. For the students in the experimental model of the program, sixty-six completed the program at the first level, thirty-five at the second level, and seven at the third level, as expanded-functions dental auxiliaries. The four sources of information used for evaluating student achievement showed that participants successfully mastered the necessary knowledge and skills for the three exit levels in the specified time. Graduated dental auxiliaries perceived themselves as well prepared for their duties. (LRA)

## ED 198 402 CE 028 214

**Puerto Rico Experimental Model Dental Auxiliary Training Program. The Comprehensive Report, Exhibits A to F.**

Puerto Rico Univ., San Juan. School of Dentistry. Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date—80

Note—338p.; Not available in paper copy due to small, light, and broken print. For related documents see CE 028 213-215.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations, \*Allied Health Occupations Education, Course Descriptions, Curriculum Development, Curriculum Guides, Demonstration Programs, \*Dental Assistants, \*Dental Hygienists, Higher Education, Postsecondary Education, Program Descriptions, Program Evaluation

This annex supplements the Puerto Rico Experimental Model Dental Training Program Comprehensive Report (CE 028 213) and is comprised of exhibits A through F. Among the information included in the exhibits is the experimental model schedule, the schematic representation, the content display, and the course outlines for all courses in the program. Each course outline provides the following information: (1) course title, (2) credit hours, (3) length, (4) teaching methodology, (5) course description, (6) objectives, (7) schedule of instructional periods, (8) media needed, (9) evaluation methods, (10) pre-requisite courses, and (11) references. (LRA)

## ED 198 403 CE 028 215

**Puerto Rico Experimental Model Dental Auxiliary Training Program. The Comprehensive Report, Exhibits G to L.**

Puerto Rico Univ., San Juan. School of Dentistry. Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date—80

Note—523p.; Not available in paper copy due to small, light, and broken print. For related documents see CE 028 213-214.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations, \*Allied Health Occupations Education, Course Descriptions, Curriculum Development, Curriculum Guides, Demonstration Programs, \*Dental Assistants, \*Dental Hygienists, Higher Education, Postsecondary Education, Program Descriptions, Program Evaluation

This annex supplements the Puerto Rico Experimental Model Dental Training Program Comprehensive Report (CE 028 213) and is comprised of exhibits G through L. Among the information included in the exhibits is the evaluation reports of the commission on accreditation, the detailed curriculum, and the accredited program's scope, sequence, and course outlines. The detailed curriculum outline provides a weekly display of the program's objectives content, and sequence for year 1 and year 2 of the curriculum. For each year of the curriculum, the outline breaks the content into trimesters and, further, into periods. For each period, the outline provides brief content and list of objectives. (LRA)

## CG

## ED 198 404 CG 014 798

**Police-Juvenile Diversion: An Alternative to Prosecution. Revised.**

Michigan State Dept. of State Police, Lansing. Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Michigan State Office of Criminal Justice, Lansing.

Pub Date—Apr 80

Grant—22951-1A77

Note—179p.

Pub Type—Reports - Descriptive (141) — Guides - General (050) — Reports - General (140)

## EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, Agency Role, Antisocial Behavior, Child Advocacy, Community Information Services, \*Community Involvement, \*Delinquent Rehabilitation, Due Process, \*Juvenile Courts, \*Police Action, Resource Materials, \*Social Services, \*Youth Programs

Identifiers—\*Diversion (Judicial)

This manual is the outcome of a one-year study of police action to divert youthful offenders from the juvenile justice system, an action advocated by every major commission examining the system since the early sixties. The manual is intended to guide police, social service agencies, and other concerned individuals and organizations through the diversion process. The reader is introduced to the historical basis for handling juvenile delinquents and to the recent push for alternatives; in this context the manual offers a rationale and definition of diversion and a description of the process with criteria for determining whether a youth is a suitable candidate for diversion. The manual also discusses such issues as protection of due process rights, record keeping, and implications of diversion for the juvenile justice system. The last section of the manual describes the operation and funding of juvenile diversion programs, and appendices contain information about existing programs in the United States. (Author/CS)

## ED 198 405

CG 014 922

Gottlieb, Ian H.

**A Self-Reinforcement Deficit in Depression: Fact or Artifact?**

Pub Date—Sep 80

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Measures, Behavior Patterns, \*Depression (Psychology), \*Emotional Disturbances, \*Interpersonal Competence, Performance, Psychopathology, Punishment, \*Reinforcement, \*Self Esteem, \*Self Evaluation (Individuals), \*Social Adjustment

The constructs of self-reinforcement and social skill have received increasing attention from researchers concerned with the etiology and maintenance of depression. These two variables, however, have not been empirically related. The relationship between depression, self-reinforcement, and social skill was examined with an interpersonal task. Depressed and nondepressed subjects participated in dyadic interactions; following the session, they viewed a videotape of their interaction and were given the chance, at 30-second intervals, to reward or punish themselves for their performance. Results provided only partial support for theories postulating a low, performance-independent level of self-reinforcement among depressives. Although levels of social skill and self-reinforcement were related, the lower the rate of self-reinforcement among the depressed subjects could not be fully accounted for by a lower level of social skill. The rate of self-reinforcement may be more strongly related to perception of performance than to actual performance level. (Author/CS)

## ED 198 406

CG 014 923

Courtois, Christine A. Watts, Deborah

**Women Who Experienced Childhood Incest: Research Findings and Therapeutic Strategies.**

Spons Agency—Cleveland State Univ., Ohio.

Pub Date—Sep 80

Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Abuse, Correlation, Counselor Client Relationship, \*Family Problems, \*Females, \*Individual Needs, Interviews, Mental Health, Predictor Variables, \*Psychotherapy, Responses, Sexuality, \*Social Problems

Identifiers—\*Incest

Recognition of the gravity of the social problem of incest in the United States, coupled with increasing demands for psychological treatment and assistance from social service agencies by incest victims and their families, has demonstrated the need for controlled research in this area. Knowledge of the ef-

fects of incest is critical to the development of appropriate and effective treatment. As part of the effort to diminish research bias and provide greater experimental rigor, a correlational study involving women who volunteered to discuss past incest experience was undertaken. Findings indicated that type and severity of reaction to incestuous involvement were idiosyncratic, i.e., dependent on the situation as experienced by the individual. Thus, the occurrence of automatic reactions to trauma-induced situations cannot be assumed. Many women described going to several therapists before finding one who would believe them, which may be related to the finding that women who sought therapy suffered more severe effects in several life spheres than those who did not seek therapy. (Author/CS)

## ED 198 407

CG 014 924

Reynolds, William M. And Others

**Measurement of Academic Self-Concept in College Students.**

Pub Date—Sep 80

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Academic Aspiration, Affective Measures, College Students, Correlation, Grade Point Average, Higher Education, \*Self Concept Measures, Self Esteem, \*Student Characteristics, \*Test Reliability, \*Test Validity

Identifiers—\*Academic Self Concept Scale, \*Rosenberg Self Esteem Scale

Academic self-concept has been viewed by numerous investigators as an important facet of general self-concept. The Academic Self-Concept Scale (ASCS) was developed as a measure of academic self-concept in college students. The initial item pool consisted of 59 items worded to conform to a four-point Likert-type response format. On the basis of responses from 427 college students, the final form of the ASCS was constructed consisting of 40 items with an estimated internal consistency reliability of .91. Validity was established by correlating the ASCS with grade point averages (GPAs) of students and their scores on the Rosenberg Self-Esteem Scale. A multiple regression analysis of the ASCS with GPA and Rosenberg scores as predictor variables resulted in a multiple correlation of .64. These and other data lend support to the reliability and validity of the ASCS as a measure of academic self-concept. (Author)

## ED 198 408

CG 014 925

Doty, Leilani

**Planning and Preparation for the New Life.**

Pub Date—Oct 79

Note—29p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adjustment (to Environment), \*Adult Development, \*Aging (Individuals), Attitude Change, Change Strategies, Gerontology, \*Individual Needs, \*Planning, Program Descriptions, Quality of Life, \*Retirement, Self Actualization, Values

This paper describes a program designed to help pre-retirees and retirees prepare for retirement. The program explores the needs, stereotypes, dilemmas, challenges, and satisfactions of retirement. An exercise to explore personal values is described in which previous program participants rank ordered 10 top-priority concerns of income, health, housing, emotional adjustment, consumerism, leisure, employment, legal issues, transportation, and education. An overview of each area is provided to develop an awareness of the issues related to retirement planning. The Retirement Fantasy Exercise presents a technique in which participants fantasize about being 70 years old in order to reduce their anxiety about aging. A reference list of pamphlets relevant to aging is appended. (NRB)



## ED 198 409 CG 014 926

Torgoff, Irving. *And Others*.  
Life Satisfaction of Adolescents.  
Pub Date—Mar 79

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March, 1979).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*Affective Measures, Attitudes, Family Life, Friendship, Perception, \*Quality of Life, \*Racial Differences, Self Esteem, \*Self Evaluation (Individuals), \*Sex Differences, Social Life, Student Adjustment  
Identifiers—\*Life Satisfaction

The feelings and perceptions of adolescents, apart from objective indices, warrant attention from those who are concerned with adolescent development and psychological stress. There is a need for a reliable baseline measure of adolescent subjective well-being, as manifested by self-reports of life satisfaction, to which future measurements can be compared. A newly-devised instrument, the Life Satisfaction Chart, was completed by high school students (N=916) who indicated their satisfaction with life in general, family life, friends and social life, and student life. An additional questionnaire explored the areas of age, sex, happiness, health, parent-child relationships, and self-competency. Subjects viewed their own lives as less satisfactory than the lives of other average adolescents. The mean level of satisfaction for white females was significantly lower than the levels for white males, black males, and black females. Satisfaction with family life was the most powerful domain affecting overall life satisfaction, followed by satisfaction with friends and social life, and feelings about one's accomplishments in life. (NRB)

## ED 198 410 CG 014 927

Torgoff, Irving. *Torgoff, Laurel*.  
Adolescent Life Satisfaction Domains: Influence of Gender and Father Absence.  
Pub Date—Sep 80

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Affective Measures, Family Life, \*Fatherless Family, Friendship, Individual Power, \*Parent Influence, \*Quality of Life, Self Esteem, \*Self Evaluation (Individuals), \*Sex Differences

Identifiers—\*Life Satisfaction

Efforts to identify the relative potencies of the domains which determine adolescent life satisfaction suggest a condition that differentially potentiates a domain's ability to account for life satisfaction, i.e., father absence. High School students (N=778) completed the Life Satisfaction Chart and indicated their satisfaction with family, friends, and school. An additional questionnaire explored educational aspiration, problem-solving behaviors, and individual accomplishments. Girls from father-absent families (N=63), in contrast to those from father-present families (N=345), showed a drop in potency of the family and an increase in potency of self-efficacy, friends, and age. Boys from father-absent families (N=72), in contrast to father-present families (N=298), showed a drop in potency of family and friends and a sharp increase in potency of self-efficacy. (Author/NRB)

## ED 198 411 CG 014 931

Dilanian, Seta M.  
The Influence of Peer Group Pressure Upon Adolescents' Learning.  
Pub Date—80

Note—32p.

Pub Type—Reports - Research (143)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Incentives, \*Learning Motivation, \*Negative Reinforcement, Peer Acceptance, \*Peer Influence, \*Positive Reinforcement, Sensory Experience, Socialization, \*Stimulation, Young Adults

An adolescent's learning patterns are developed throughout the student's socialization process, suggesting that peer pressure may influence learning. Female college students (N=15) aged 19-21 participated in a pencil-maze learning task performed while blindfolded. The task was presented in three

categories of stimuli conditions: (1) normal conditions with no stimulation; (2) positive social stimulation consisting of peer approval and encouragement; and (3) negative physical stimulation in which the subject's hand was in a bucket of ice water. No significant differences were found between the positive and negative stimulations as incentives to learning; both conditions were more effective than the normal condition in stimulating learning. (NRB)

## ED 198 412 CG 014 932

Mellvried, E. John

Egocentric Behavior and Psychological Differentiation in the Aged.

Pub Date—Sep 80

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Development, Age Differences, \*Behavior Theories, \*Cognitive Development, Cognitive Measurement, Correlation, Educational Attainment, \*Egocentrism, \*Older Adults, \*Psychological Patterns  
Identifiers—\*Field Dependence

Piaget's egocentrism and Witkin's psychological differentiation are important constructs in theories of cognitive development. A comparison of these concepts could lead to an increased understanding of cognitive development in the older adult. In a test of Witkin's revised model of psychological differentiation, the Portable Rod and Frame Test (PRFT), Group Embedded Figures Tests (GEFT), a spatial egocentrism task, and a role-taking egocentrism task were administered to 46 older adults. Combined measures of field-dependence and egocentrism were highly related. Measures of egocentrism correlated more highly with measures of field-dependence than with each other. Results indicating that the PRFT measures a more pervasive higher-order factor than the GEFT lend support to Witkin's revised model of psychological differentiation. The significant effects due to age, education, and error-type point out the importance of examining mediating variables when attempting to validate psychological theories. (Author/NRB)

## ED 198 413 CG 014 933

Rueter, Martha Ann

The Effects of Running on Individuals Who Are Clinically Depressed.

Pub Date—2 Sep 80

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Measures, \*College Students, Counseling Effectiveness, \*Counseling Techniques, \*Depression (Psychology), \*Exercise, Higher Education, Individual Counseling, Physical Activities, Prevention, \*Running, \*Therapeutic Environment, Therapy

Identifiers—\*Beck Depression Inventory

The large number of college students suffering from depression and the undesirable aspects of current treatment practices suggest a need for new methods of treatment and prevention. Physical exercise has been suggested as an easily administered therapy which does not require close professional supervision. College students (N=18) who had sought professional help for depression participated in a study which compared the effectiveness of counseling therapy and running to counseling therapy alone. Subjects were classified as moderately to severely depressed on the Beck Depression Inventory (BDI). The runners (N=9) ran three times a week for 10 weeks while engaging in therapeutic counseling. Non-runners (N=9) received only therapeutic counseling. Running combined with counseling therapy produced significantly greater decreases in depression than counseling therapy. The difference between the pre- and post-BDI scores and the counseling-only group was non-significant, indicating that the significant main effect for the treatment factor was due primarily to the difference between the pre- and post-BDI scores for the combined running and therapy group. (Author/NRB)

## ED 198 414 CG 014 934

Miller, Sheila J.

Economic Resources for Older Women.

Pub Date—Mar 79

Note—23p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Fort Worth, TX, March 28-31, 1979).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Economic Status, \*Females, \*Financial Problems, Income, Money Management, \*Older Adults, Quality of Life, \*Retirement Benefits, Salaries, State of the Art Reviews, Welfare Services, \*Widowed

Identifiers—\*Social Security Benefits

Although the older person's economic situation has improved, older women, minorities, and rural residents have incomes significantly lower than those for the older population in general. Older married women may appear to be financially secure, but many of their resources often disappear when their husbands die. Widowhood or divorce endangers the economic resources of older women. Financial resources available to older women include earnings, private pensions, and public pensions and assistance. Older women are less likely than men to have personal earnings, and these earnings are generally lower. Women workers are less likely to be covered by private pensions and, if they are covered, the benefits are usually lower than those for men. The vast majority of persons over age 65 (90%) receive Social Security benefits; for 80%, Social Security is the sole source of income. To improve their economic situation, women must be able to provide for themselves economically, be self-sufficient, and develop money management skills. Community and public services could help women prepare for making financial decisions. Reforms in the provision of Social Security benefits and private pensions are also needed to improve the economic status of older women. (NRB)

## ED 198 415 CG 014 935

Coryne, Robert K.

Primary Prevention: A New Direction for Counseling Psychologists.

Pub Date—Sep 80

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - General (140) — Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Change Strategies, Consultation Programs, \*Coping, \*Counseling Techniques, Counselors, \*Counselor Training, \*Delivery Systems, \*Intervention, Mental Health, Models, \*Prevention, Psychologists, Validity

This paper presents the Primary Prevention Model for Counselors, a model which can be used in counseling interventions and in training programs in counseling psychology. The model is based on three dimensions of critical importance to primary prevention—prevention type, method, and ecological focus. Units within each dimension are described as interactions which yield classifications of primary prevention strategies and subsequently generate concrete primary prevention interventions. The utility of the model is demonstrated by applying the model to five actual case examples of interventions: (1) a prevention program preparing patients for the stress of surgery; (2) a preventive intervention program for university freshmen; (3) an environmental consultation intervention project in a university residence hall; (4) a mental health consultation technique used in an Israeli army base; and (5) a workshop aimed at the prevention and management of stress in school personnel. Basic strategies of each case are analyzed by the model and results are used in a discussion of implications for practice and training in counseling psychology. (NRB)

## ED 198 416 CG 014 936

Burstein, Laurie J. *And Others*

Discrepancy Between Self-Reported Self-Disclosure and Actual Self-Disclosure and Its Relationship to Group Psychotherapy Outcome.

Pub Date—Apr 80

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).

Pub Type—Reports - Research (143) — Speeches/

## Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classification, \*Communication (Thought Transfer), \*Comparative Analysis, \*Congruence (Psychology), \*Counselor Client Relationship, \*Depression (Psychology), \*Group Therapy, \*Institutionalized Persons, \*Neurosis, \*Perception, \*Personality Problems, \*Psychosis, \*Psychotherapy

## Identifiers—\*Self Disclosure

Self-disclosure (SD) is considered an important part of psychotherapy and an essential ingredient of psychological health. The difference between self-reported SD (how much a patient said he disclosed) and observed SD (how much a therapist said the patient disclosed) was investigated to examine the effects on psychotherapy outcome. Adult psychiatric inpatients (N=43) were divided into therapy groups of six to 10 patients meeting eight times in a two-week period. Patients completed the Group Therapy Self-Disclosure Questionnaire and observers rated self-disclosure using the Rating Scale Guideline. Results indicated that self-reported SD measures were not valid instruments to assess the SD of certain patients. Subjects were divided into three categories of SD discrepancy: overaters, concordants, and underaters. Overaters also overated their own outcome. Underaters and concordants agreed with the therapists about their outcomes. Underaters and concordants were most likely to be neurotic and depressed, while the overaters were more likely to be psychotic. (NRB)

## ED 198 417 CG 194 937

Darby, Bruce W. Schlenker, Barry R.

## The Use of Apologies in Social Predicaments.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date—Sep 80

Grant—NIMH-K02-MH00183; NSF-BNS-77-08182

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Patterns, \*Interpersonal Competence, \*Interpersonal Relationship, \*Locus of Control, \*Personality Traits, \*Responsibility, \*Self Evaluation (Individuals), \*Social Behavior

## Identifiers—\*Apologies

Apologies are admissions of blameworthiness for an undesirable event and allow actors to try to obtain a pardon from the audience. In an investigation of the uses and forms of apologies, 120 subjects participated in a role-play study where they imagined themselves to be central characters who bumped into a "victim." Apologies were used in a ritualized form, i.e., saying "Pardon me" and then going about one's business, when the consequences of the event were minor. As the consequences became more negative, subjects employed an increasing number of apology components, i.e., saying they were sorry, expressing remorse, and offering to help the victim. When high consequences and high responsibility coexisted, subjects were most likely to employ self-castigation and directly request forgiveness. Results indicated that as the severity of a predicament increased, so did the use of nonritualized apologies and the number of components employed in apologies. (Author)

## ED 198 418 CG 194 944

Stern, Avner

## Impact of the Supervision Course: A Researcher's Perspective.

Pub Date—1 Sep 80

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, \*Counselor Educators, \*Counselor Training, \*Credibility, \*Expectation, \*Individual Characteristics, \*Interpersonal Attraction, \*Interpersonal Relationship, \*Practicum Supervision, \*Supervisors, \*Supervisory Methods, \*Supervisory Training

This paper reviews the research undertaken by trainees in counseling supervision who were stu-

dents in a class on studies in supervision. One study which is discussed focuses on the relationship of supervisor behavior and supervisor didactic or experiential expectations. Another study is presented which explores the behavioral correlates of supervisors' didactic or experiential expectations over time. Also discussed are an investigation of the interpersonal influence dimensions of expertness, attractiveness and trustworthiness on the supervisory relationship and an examination of the effective supervisor as perceived by beginning counselor trainees. Doctoral research of the author in presented which concerns supervisor-counselor interpersonal need compatibility and counseling supervision. Findings from the studies are summarized and implications for the training of supervisors are discussed. (Author/NRB)

## ED 198 419 CG 194 945

Fischetti, Mario And Others

## The Heterosocially Unskilled: All Can't Dance,

Some Hear Music.

Pub Date—Sep 80

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Cues, Daily Living Skills, \*Interpersonal Competence, \*Performance Factors, \*Prosocial Behavior, \*Skill Development, Social Behavior, \*Social Development, Social Science Research

Although skilled social performance has been defined as a sequential, two-stage process involving both social cue discrimination plus skillful performance, investigators have de-emphasized cue discrimination in favor of skill performance. The relationship between cue discrimination and skill performance was investigated among undergraduates who were multimodally selected for skilled and unskilled social performance and assessed for ability to discriminate social cues. Results, averaged over three studies, found 82% of the socially skilled subjects classified as good social cue discriminators, compared to 49% of the socially unskilled subjects. Data lend support to the formulation of skilled social performance as a two-staged, coordinated sequence of good social cue discrimination followed by socially skilled behavior. Differentiation of the unskilled in social performance into good and poor social cue discriminators could have important implications for the assessment and treatment of social skills deficits. (Author/NRB)

## ED 198 420 CG 194 946

Todd, David M.

## Social Networks, Psychosocial Adaptation, and Preventive/Developmental Interventions: The Support Development Workshop.

Pub Date—2 Sep 80

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available. Appendix 2 not filmed due to copyright.

Pub Type—Guides - General (050) — Reports - General (140) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Charts, Coping, Group Discussion, \*Individual Development, \*Peer Groups, Prevention, \*Self Help Programs, Social Adjustment, \*Social Development, Workshops

## Identifiers—\*Support Systems

The Support Development Group is an approach which explores and develops a theory for the relationship between network characteristics and notions of psychosocial adaptation. The approach is based on the assumption that teaching people to view their social world in network terms can be helpful to them. The Support Development Workshop is presented in four basic steps: (1) teaching participants to map their social networks, (2) conducting informal peer discussions about networks and support, (3) introducing network structure into the dialogue about support and coping, and (4) discussing implications for individual and collective action to encourage positive dialogue between the participants and their networks. Ideas about networks and psychosocial adaptation which may be useful for preventing personal and social dysfunction and enhancing personal and social development are discussed. Details on the workshop are

included in the appendix. (NRB)

## ED 198 421 CG 194 947

McCutcheon, Lynn

## What Keeps Us on the Run?

Pub Date—80

Note—10p.

Pub Type—Reports - Research (143)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Need, \*Competition, Exercise, Health Activities, \*Motivation, Muscular Strength, \*Physical Fitness, Prevention, \*Psychological Patterns, \*Running, \*Sex Differences, Surveys

## Identifiers—\*Relaxation

Running is a popular form of exercise which people do for different reasons. Competitive runners (N=99) and noncompetitive runners (N=28) responded to a survey of 10 reasons for running by choosing their most important reasons for running. Subjects also indicated their age, sex, how long they had been running, their average weekly mileage, how many races they had entered, and what their best times were. The most popular reason for running was relaxation, and the least popular reason was spectator approval at races. Motivational patterns seem to emerge, dividing runners into fitness runners and competitors. Fitness runners tend to run to control weight, contribute to physical strength, prevent illness, and relax. Fitness runners are disproportionately female, relatively new to the sport, have raced rarely, and average under 20 miles per week. While the competitor also runs to relax, he/she enjoys competing. The competitor is more likely to be a male who has been running at least three years, races fairly often and logs many miles. (Author/NRB)

## ED 198 422 CG 194 948

Levant, Ronald F. Haffey, Nancy A.

## Forms of Treatment for the Symptomatic Child: A

Review and Critique.

Pub Date—Sep 80

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reference Materials - Bibliographies (131) — Reports - General (140) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Problems, \*Child Psychology, Children, \*Family Counseling, Family Problems, \*Individual Counseling, Models, \*Parent Child Relationship, \*Parent Counseling, Personality Problems, Play Therapy, \*Problem Children, Psychotherapy

There are four general approaches to treatment for the symptomatic child. In individual child psychotherapy, the child is seen alone and play therapy is often utilized to help the child become aware of his feelings and express them more appropriately. In conjoint parent-child psychotherapy and counseling, the child is seen together with one parent, usually the mother. The focus may be on the child, the parent, or both. A third form of treatment, parent therapy and counseling, involves one or both parents without the child for therapy or counseling. In some approaches parents are taught therapeutic techniques and child management procedures. The final treatment form is conjoint family therapy in which the entire family is seen. The principal focus is usually on the parents, and children are often ignored. Each approach has strengths but is incomplete as a treatment mode when used alone. An integration of child and family therapy is recommended which includes approaches which work within the framework of conjoint family therapy, combining techniques of family therapy with play therapy, and other approaches which provide concurrent child and family therapy. (NRB)

## ED 198 423 CG 194 949

Kurz, Ronald B. And Others

## Cognitive, Personality and Family Correlates of Children's Sports Participation and Competence.

Children's Hospital, National Medical Center, Washington, D.C.

Pub Date—3 Sep 80

Note—32p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Sponsored by The George Preston Marshall Foundation.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Athletics, Behavior Patterns, \*Children, Cognitive Ability, \*Competence, Motivation, \*Parent Attitudes, \*Participation, Personality Traits, Racial Differences, \*Self Evaluation (Individuals), Sex Differences

Although sports are a part of the child's everyday experience, little is known about factors that relate to children's participation in sports, to their perceptions of self-competence in sports, and to the impression by others of the competence. Children (N=110) participating in a Pediatric Sports Medicine Project completed the psychological portion of the project by furnishing various cognitive, personality, and interview data. Parents completed questionnaires relating to family and child sports participation, and assessed personality variables in their children. Parents and children individually estimated the child's level of sports competence. Parental views of their sons' sports competence was guided by external factors (team membership) and by maternal involvement in sports. In contrast, the boys' assessments of their own sports competence related entirely to cognitive and personality factors. Age and parent ratings proved to be predictors of team membership for boys' and girls' competence in sports. Boys who were team members tended to be white, less anxious than non-team members, less accident prone, and internally controlled. Girls who were not on teams tended to have defensive parents who stress socially desirable and traditional roles for girls. (Author/NRB)

**ED 198 424** CG 014 950

*Arubayi, Eric*  
Identification of Problems Experienced by Nigerian Students Enrolled in Kansas State Universities.

Pub Date—80

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Environment, \*College Students, \*Financial Support, \*Foreign Students, Higher Education, Needs Assessment, Student Adjustment, Student College Relationship, Student Financial Aid, \*Student Needs  
Identifiers—\*Michigan International Student Problem Inventory, \*Nigeria

The identification of problems experienced by Nigerian students in American universities could result in improvement of programs to meet the needs of these students. Undergraduate and graduate Nigerian students (N=213) enrolled in Kansas state universities in 1979 completed a modified version of the Michigan International Student Problem Inventory. Students reported problems in seven subscales: most problems were reported in financial aid followed by social-personal, academic records, student activities, living-dining, orientation services, and placement. No problems were reported in admission and selection, English language, health services, or religious services. Several recommendations, based on the findings, are made for both the American and Nigerian governments. (NRB)

**ED 198 425** CG 014 951

*Maddi, Salvatore R.*

Personality as a Resource in Stress Resistance: The Hardy Type.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Sep 80

Grant—NIMH-MH28839-04

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - General (140) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adjustment (to Environment), Cognitive Processes, \*Coping, \*Health, Individual Characteristics, \*Individual Power, Locus of Control, Models, Participation, \*Personality Traits, Self Determination, \*Stress Variables  
Identifiers—\*Support Systems

The notion that life stresses and personality have an interactive role in illness is part of the wisdom of the ages. Most past research has studied either life stresses or personality. A model for understanding health/illness status is presented that includes stressful life events and the resistance resources of personality, social supports, coping, constitutional

strengths and health practices. Emphasized as a resistance resource is the hardy personality type, which is comprised of the dispositions of commitment (the tendency to be involved rather than alienated), control (the tendency to be influential rather than powerless), and challenge (the tendency to view change as a normal impetus to growth rather than a threat). Recommendations are made concerning the measurement of stressful life events, and the prospective treatment of longitudinal data. (Author)

**ED 198 426** CG 014 952

*Christian, Louise W.*

An Internship Model for Training Counselors of Women.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - General (140) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clinical Experience, Counselor Attitudes, \*Counselor Training, \*Females, \*Graduate Students, Guidance Centers, Higher Education, \*Internship Programs, Models, Program Descriptions, Sex Fairness, Supervision, Training Methods, \*Womens Studies

The Simmons College Career Planning and Counseling Center is a training site for counseling psychology interns who want to gain experience in counseling late adolescent and adult women. This paper describes the model for training counselors of women, developed at Simmons College. The development of the program is discussed, and the four goals of the program are presented: (1) teaching developmental theories and their application to the psychology of women; (2) translating psychological theories into counseling practices; (3) training for sex-fair counseling practices; and (4) examining counselor attitudes toward women as clients. The staff of the program is described as is the selection of interns from masters, doctoral and postdoctoral students in counseling and psychology of women. Implementation of the model is elaborated in terms of clinical practice, training, and supervision, three areas in which interns spend 20 hours per week. Training activities, consisting of Staff Seminar, Outreach Training, and Process Group, and individual and group supervision activities are discussed. Preliminary evaluations of the training program and recommendations for the future are presented. (NRB)

**ED 198 427** CG 014 953

*Rogel, Mary J. And Others*

Female Adolescents: Factors Differentiating Early, Middle, Late, and Never-Contraceptors.

Pub Date—Sep 80

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*Contraception, \*Females, \*Individual Power, Locus of Control, Motivation, \*Peer Influence, Personality Traits, Pregnancy, Prevention, Sex Education, \*Sexuality

Identification of factors contributing to the timing of first contraceptive use by girls is an important consideration in structuring primary prevention programs to reduce teenage pregnancies. Interviews with 120 girls aged 12-19 in a study of sexual, contraceptive, and pregnancy decision making covered six areas: (1) demographic information; (2) knowledge, attitudes, and practices relating to birth control and sexuality; (3) sexual and obstetric history; (4) environmental pressures; (5) personality factors; and (6) decision-making style. Relevant interview information from 101 sexually active girls was examined for its relationship to timing of first contraceptive use (the length of time between first intercourse and first use of contraception). Six variables explained a significant portion of the variance in timing of first contraception: belief that pregnancy depends on luck, sister previously pregnant, friend previously pregnant, knowledge about parents' and siblings' contraceptive experiences, conflict about birth control, and reaction to boyfriend's disapproval. Girls who had a feeling of control over

pregnancy, whose beliefs and knowledge about birth control were accurate, whose friends and siblings favored birth control and had not been pregnant, and who could solicit and take into account the opinions and beliefs of others contracepted earlier than other girls. (Author/NRB)

**ED 198 428** CG 014 962

*Sheehan, Edward*

Predicting Discontinuation in Psychotherapy Via Psychometric and Demographic Variables.

Pub Date—1 Apr 80

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attrition (Research Studies), \*Dropout Research, Expectation, \*Individual Characteristics, Marital Status, Mental Health Clinics, \*Persistence, \*Personality Traits, Predictive Measurement, Psychometrics, \*Psychotherapy, Religious Factors

Clients who contact mental health centers but fail to follow through for treatment present a significant problem for therapists. Being able to predict which clients will not follow through with an initial therapy session could be very beneficial. At intake, subjects (N=27) who had requested service from a mental health center provided demographic data and completed the Symptom Check List (SCL90R) and a single question regarding expectation of success in therapy. The intake therapist rated subjects using the MACC Behavioral Adjustment Scale. Seven subjects did not return to begin therapy. From the SCL90R, the scales of Hostility, Paranoia, and Additional items approached significance as predictors of appearance for therapy. Demographic factors of marital status, religion, and prior contact with a mental health facility, as well as expectation were found to be significantly associated with appearance for therapy. (NRB)

**ED 198 429** CG 014 963

*Gunn, Robert C.*

The Expression of Orality in Heavy and Light Male Cigarette Smokers.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Coping, Habit Formation, \*Individual Characteristics, Males, \*Motivation, \*Need Gratification, Parent Child Relationship, \*Personality Traits, \*Prevention, \*Smoking

Identifiers—\*Orality

Programs to help individuals stop smoking have shown disappointing results since many quitters resume smoking within six months. A closer study of motives, personal styles and subjective cognitive schema that maintain smoking behavior might provide useful clues to helping individuals stop smoking permanently. Male patients in a VA Medical Center were given a short battery of tests and an interview about their smoking behavior. Heavy smokers (N=24) and light smokers (N=33) were compared in an investigation of orality in cigarette smokers. Heavy smokers appeared pleased with their smoking, tending to view smoking as a tranquilizer in times of stress, and as a form of self-reward. Lighter smokers viewed their smoking less positively and as less addicting. In spontaneous story productions, light smokers produced more references to smoking and oral content than heavy smokers. This increase in oral response may reflect the lighter smokers' feelings of deprivation of oral satisfaction, while the heavy smokers totally gratified this need. Neither group reported a deprived childhood. (NRB)

**ED 198 430** CG 014 964

*Wutchiett, Ron And Others*

Assessing the Need for a Needs Assessment.

Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Board Administrator Relationship, Delivery Systems, Evaluation Methods, \*Information Utilization, \*Mental Health Programs, \*Needs Assessment, Planning, \*Policy Formation, Services, \*Use Stu-



dies

Needs assessments are conducted with the expectation that the information obtained will be used to make rational decisions. A prior review of the anticipated utilization of needs assessment data and evaluation of the appropriateness of such utilization may prevent inefficient use of resources. A structured interview was developed to evaluate the willingness and ability of community mental health leaders to use data which would be obtained by a needs assessment. Interviews were conducted with five mental health agency administrators and the director of a mental health planning board to ascertain how they would use future needs assessment data. All respondents indicated that the results would not influence service delivery patterns. Agency administrators viewed assessment data primarily as a means of justifying existing services and of obtaining funds for the expansion of services. Several barriers to the constructive use of needs assessment data were identified. (Author/NRB)

**ED 198 431** CG 014 965

Morgan, Clifford O. Stricherz, Mathias E.  
Reciprocal Category Analysis in Major Fields of Psychotherapy.

Pub Date—79

Note—52p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Communication (Thought Transfer), Comparative Analysis, Content Analysis, \*Counselor Client Relationship, \*Interaction, Nondirective Counseling, \*Psychotherapy, Rational Emotive Therapy, \*Responses, \*Verbal Communication

Identifiers—\*Reciprocal Category System

Client-therapist verbal interaction in content analysis research has just begun to be defined. Reciprocal Category Analysis (RCA) is used to measure therapeutic interactions between client and therapist. Three experienced therapists from each of the schools of client-centered, Rational Emotive (RET), Transactional Analysis (TA), and Gestalt therapies submitted 30-minute audiotapes of therapeutic interaction. Fifteen minutes of therapy were randomly selected from each of the 12 tapes and analyzed using Morgan's RCA. Amplification regarding ideas or problems, common to all therapies, was more predominant in Client-centered Therapy. RET, TA and Gestalt used more variety of talk than Client-centered; the sequence of the interactions varied among them. RET had the most verbal interchanges between therapist and client, and Client-centered the least. Silences were most predominant in Gestalt and almost absent in Client-centered psychotherapy. Interpretations, corrections by the therapist, or client or information exchanges were utilized infrequently by all psychotherapies. (Data do not refer to quality of exchanges but to observable verbal events and sequences of events which occurred in the psychotherapy sessions.) Except for Client-centered therapy, the quantity of the talk did not differ among the psychotherapies; however, the patterns and sequences were different. (Author/NRB)

**ED 198 432**

CG 014 966

Araujo, John Semb, George  
Measuring Concept Levels in Child Psychology Course Material.

Pub Date—Sep 80

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Abstract Reasoning, Child Development, Cognitive Processes, \*Concept Formation, \*Concept Teaching, Correlation, \*Course Content, Course Evaluation, \*Creative Thinking, \*Higher Education, Instructional Improvement, Measurement Techniques, Test Theory

Levels of learning can probably be measured by questions containing various conceptual dimensions which relate to the amount of thinking or creativity required to complete the questions. A method for measuring concept levels in child development course material was evaluated. Student proctors (N=41) and instructors (N=6) rated 73 short-answer essay questions on four dimensions: difficulty, importance, thinking, and creativity. Objective difficulty data (error frequencies) were also collected. Proctors' and instructors' ratings

were significantly different, positively correlated, and significantly reliable. While the Objective difficulty data were also found to be reliable, they did not correlate significantly with either difficulty or any of the other three dimensions as rated by proctors or instructors. Results suggest that the method reliably measured concept levels, and could provide useful information about the quality of educational material. (Author)

**ED 198 433**

CG 014 967

Anselmo, Edward F.

Mature Adult Learners and the Need to Know.

Pub Date—Sep 80

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Development, Adult Education, \*Adult Learning, College Programs, \*Demography, \*Educational Psychology, \*Life-long Learning, Noncredit Courses, Nontraditional Students, \*Population Trends, \*Postsecondary Education, Research Needs, Sociocultural Patterns, State of the Art Reviews  
Educational psychology, being part of the youth-oriented education system, has neglected adult development and learning phenomena. Recent major socio-cultural changes challenge the discipline's youth orientation while simultaneously offering opportunities for significant research, teaching and service, and for fertile dialectic within the higher education communities. There have been large-scale changes in national demographics as the once youthful American population grows older. Progressive declines in birthrates accompanied by greater prospects for longevity make the continuation of the traditional youth orientation in higher education less tenable. Several elements have contributed to a definition of higher education which is less youth-oriented: (1) institutional closings, (2) the fading of degree program enrollments, (3) a surge in part-time students, (4) the increasing role of non-credit courses, (5) the growth of non-collegiate postsecondary schools, and (6) the changing profile of the learner in higher education. New conceptions of adult development and the substantiation of life-long learning also indicate a need for research regarding the older learner. (Author/NRB)

**ED 198 434**

CG 014 968

Frost, Martha E.

Toward Understanding the Needs of College Students Who Delay Entrance.

Pub Date—Sep 80

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Persistence, Adjustment (to Environment), Adult Dropouts, \*Adult Students, \*College Attendance, \*College Students, Counseling Services, Higher Education, \*Motivation, Postsecondary Education, \*Reentry Students, Sex Differences, Student Adjustment, Student Attrition, Student Needs

Recently there has been an increase in the enrollment of older students in post-secondary institutions. Among these students is a group of delayed entrants who have not gone directly from high school to the university. Motivation seems to be an important factor in the decision to return to school and to subsequent success. Personal interviews conducted in 1975 with 34 men and 35 women who had delayed entering college provided measures of motivation for academic success. Information taken from these students' transcripts in 1979 was used to determine their progress. Only 42% were termed successful (had graduated or were still enrolled in school). Success was related to greater career orientation to college, ability to predict dropping out, and having translated long-range goals into a viable major. All of the successful men had graduated while many of the successful women were still enrolled. Although women do better academically than men, they are not graduating within the four-year time span they set for themselves. Delayed entrants cited "not fitting in" as their biggest problem area, followed by rusty study habits, financial problems, and family responsibilities. A number of special counsel-

ing services could benefit older students. (Author/NRB)

**ED 198 435**

CG 014 969

Baron, Richard L. And Others

Skill-Based Management Training: The Teaching Family Model Revisited.

Boys Town, Neb.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Pub Date—3 Sep 80

Grant—NIMH-1-T01-MH15699

Note—84p.; Best copy available. Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 3, 1980).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Administrator Education, \*Administrators, Decision Making, Evaluation, \*Group Homes, Information Utilization, \*Management Development, Models, Organizational Change, Participant Satisfaction, Policy Formation, \*Skill Development, \*Supervisory Training, Training Methods, Workshops

This paper provides a description of the Program Manager Workshop, a skill-based management training workshop for managers of group homes. The workshop is an extension of the Teaching-Family Model of Community Based Care, a model used in residential treatment homes for persons experiencing problems such as delinquency, retardation, mental illness, and autism. Each section of the workshop follows the format of lecture, discussion, modeling, and behavioral rehearsal. The content of various workshop sections is outlined: (1) Planning for Organizational Change; (2) Dealing with Bureaucratic Behavior; (3) Policies and Procedural Checklist; (4) Shades of Differences; (5) Staff Meetings; (6) Equal Employment/Affirmative Action; (7) Responsive Management; (8) Problem Analysis and Decision Making; and (9) The Program Manager as a Teacher. The workshop evaluation is presented along three dimensions: participant satisfaction, skill performance, and consumer satisfaction. Evaluation data are presented which suggest participants are highly satisfied, use workshop content and have improved their skills. Other data suggest that the utilization of workshop skills results in high consumer satisfaction by supervisors. Appendices provide complete workshop descriptions, evaluation materials and other useful forms. (NRB)

**ED 198 436**

CG 014 970

Stehouwer, R. Scott Bultsma, Craig A.

Cognitive-Perceptual Distortion in Depression as a Function of Generational Differences.

Pub Date—Sep 80

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, Adults, \*Age Differences, \*Cognitive Development, \*Depression (Psychology), \*Females, Group Therapy, Locus of Control, Perceptual Development, Personality Traits, Predictor Variables, Psychological Patterns, Self Concept

Since adolescent depression has become more frequently recognized, its manifestations need to be identified. To explore cognitive-perceptual distortions in depression as a function of generational (adolescent vs. adult) differences, 25 adult and 25 adolescent female inpatients diagnosed as depressed were administered the Beck Depression Inventory (BDI). For the adolescents, BDI variables predictive of depression were self-dislike, sense of failure, social withdrawal, and body image distortion. For the adults, predictive variables were self-dislike, sense of failure, work retardation, and lack of satisfaction. Adolescent female depressives were differentiated from the total sample on the basis of four BDI items: suicidal wishes, sense of failure, anorexia and body image distortion. Adults were differentiated from the total sample on the basis of seven items: insomnia, fatigability, loss of libido, sense of guilt, weight loss, somatic preoccupation and pessimism. Adult depressed females presented an internalized, ruminative focus on their cognitive perceptual distortions, while adolescent depressed



females presented an externalized focus. These findings suggest that group treatment methods may prove efficacious in the treatment of adolescent depressives. (Author/NRB)

**ED 198 437** CG 014 971  
Barry, John R.

Evaluating Organizational Consultation in a Changing World.

Pub Date—Sep 80

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, \*Consultation Programs, \*Evaluation Methods, Feedback, \*Formative Evaluation, \*Organizational Change, \*Participant Satisfaction, Professional Services, Program Improvement, \*Research Problems, Self Evaluation (Groups), State of the Art Reviews, Summative Evaluation

While the evaluation of organizational consultation is becoming a more public activity, there is still much to be learned in this area. The complexity and uniqueness of most organizational consultation have contributed to the paucity of studies to evaluate the processes involved. Organizational consultation is an ongoing process; continual feedback and formative evaluations make consultation difficult to describe and evaluate. Consequently, most evaluations are outcome, rather than process, studies. Outcomes of organizational consultation can be identified, quantified, and compared. The processes of reaching the outcomes, however, will vary with the organization, the consultant, and the problems. Client satisfaction will probably continue as an important and widely used indicator of consultation effectiveness. Program evaluation standards being developed by the Evaluation Research Society may one day be converted to a checklist to be used in rating the degree to which a standard has been met. A major strength of good organizational consultation is the flexibility of all parties involved. Organizational consultation should continue as a skill which practitioners from many disciplines utilize while remaining specialists in their own disciplines. (Author/NRB)

**ED 198 438** CG 014 972  
Williams, Peter

Personal Construct Use in Role Model Identification: A Developmental Study.

Pub Date—4 Sep 80

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attitude Measures, \*Communication Research, \*Concept Formation, Elementary Secondary Education, \*Identification, Identification (Psychology), Language Usage, Personality Measures, \*Self Concept Measures, \*Self Evaluation (Individuals), Self Expression

Research in person perception has shown that children's descriptions of themselves and others evolve from being concrete and superficial during childhood to being abstract and inferential during adolescence. Such research was extended by focusing on the constructs 6-14 years-olds (N=106) use to describe the identifications they have formed with their role-models. Results support the previous research and indicate that first graders use the most appearance and role terms to describe their interpersonal relationships, fifth and ninth graders use the most global evaluation terms, and ninth graders use the most interest-based and inferred psychological constructs. (Author)

**ED 198 439** CG 014 973  
Hogan, Daniel B.

The Effectiveness of Licensing.

Pub Date—Nov 80

Note—46p.; Paper presented at the State of California Board of Medical Quality Assurance Colloquium on "The Regulation of Health Care Occupations" (Sacramento, CA, November, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Accountability, \*Consumer Protection, Cost Effectiveness, \*Counselor Certification, Evaluation Criteria, \*Medical Care Evaluation, Qualifications, Quality Control, \*Standards, State Licensing Boards, State of the Art Reviews

Licensing is not only ineffective in most professions including the health field but perhaps counterproductive in trying to protect the consumer from incompetent or unethical practitioners. The history and status of professional licensing in this country date back to 1760. Today almost 5,000 different professional and occupational licenses are granted, affecting one-third to one-fifth of the workforce. An examination of the research shows: (1) little evidence that the quality of professional services has improved as a result of licensing laws; (2) the increased cost of services resulting from licensure prevents the poor from being able to afford or find a practitioner; and (3) equally beneficial and cheaper alternatives are available. Recommendations and guidelines put forth to guide the formation of health care regulations emphasize that licensing laws are meant only to protect the public from harm. A system of registration within each state is recommended for the mental health field, including a registration board. (Author/KMF)

**ED 198 440** CG 014 974  
Kazak, Anne E.

Life Satisfaction and Perceived Role Competence in Single Parent Divorced Women.

Pub Date—Mar 80

Note—11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Competence, Coping, \*Divorce, Family Structure, \*Fatherless Family, \*Females, \*One Parent Family, Parent Child Relationship, Parent Role, \*Quality of Life, Role Conflict, \*Role Perception, Stress Variables

The single-parent, woman-headed, post-divorce family has become an increasingly prevalent family form and one which merits further research attention in order to identify competencies and stresses characteristic of this lifestyle. The life situations of a sample of women (N=47) were investigated in terms of their perceived levels of competence in three life roles (parent, social participant, self-supporter). Their role-specific perceived competencies were related to evaluations of life satisfaction. Subjects were interviewed in their homes and administered a battery of self-report instruments. Results suggest that the parenting role is clearly an area of high perceived competence. Most women felt least competent in the self-support role, while the social participant role was also an area of diminished perceived competence. Greater specificity of the roles examined would yield more detailed data for understanding the stresses and strengths in the family of single parent divorced women, and is recommended. (Author/KMF)

**ED 198 441** CG 014 975  
Lazarus, Philip J.

The Assessment of Shyness in Children: Preliminary Instrumentation.

Pub Date—Mar 80

Note—18p.; Paper presented at Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Affective Behavior, \*Affective Measures, \*Children, \*Communication Problems, Elementary Education, Emotional Problems, Measurement Techniques, \*Personality Measures, \*Psychological Patterns, School Counseling, Self Concept Measures, Self Esteem, \*Student Evaluation

Identifiers—\*Shyness

Shyness is a prevalent problem among grade school children, and several instruments for measuring shyness are being developed. Some of these assessment instruments include the Shyness Line, the Shyness Problem Line, and the Shyness Self Report, questionnaires focusing on children's feelings, thoughts and behaviors related to shyness. These questionnaires were used to help identify a cross-section of 98 shy fifth-grade students, and were

readministered a week later. Results indicate that children consider shyness a personal "problem," and more than 60% of identified shy children would like to join a counseling group to help overcome shyness. Shyness was also found to correlate positively with low self-esteem. The Teachers Shyness Report, another measurement test, was given to 18 fifth-grade teachers to help identify shy students; all tests correlated positively. (Author/KMF)

**ED 198 442** CG 014 976  
Matthews, Janet R.

Site Selection and Evaluation for an Undergraduate Practicum.

Pub Date—Sep 80

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Clinical Experience, \*Community Health Services, Community Resources, Courses, \*Evaluation Methods, \*Field Experience Programs, Higher Education, Models, Practicums, \*Practicum Supervision, Psychologists, \*Psychology

The undergraduate field placement course is an integral part of the curriculum of many psychology departments today. This presentation provides information on sources and procedures for selecting and evaluating the sites for an undergraduate practicum course. Information includes: familiarization with community resources and potential sites; suggestions for contacting psychological workers in the field; evaluation of potential criteria on placement supervisors and the range of exposure offered at the site; and potential areas of difficulty. The report emphasizes the importance of on-going evaluation of placement sites using on-site visits, periodic phone checks, and evaluation forms for supervisors and students. (Author/KMF)

**ED 198 443** CG 014 977  
Cooper, G. David

Reduced Environmental Stimulation Techniques and Control of Psychological Dependencies.

Pub Date—2 Sep 80

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adjustment (to Environment), Alcoholism, \*Behavior Change, Behavior Patterns, Behavior Problems, \*Counseling Techniques, \*Environmental Influences, Literature Reviews, Obesity, \*Psychological Patterns, Smoking, Stimulants

Identifiers—\*Dependency (Personality)

Three areas of research have supported the conceptual relevance of Reduced Environmental Stimulation (RES) techniques in the management of psychological dependencies. First, preliminary studies through the late 1960's indicated that relatively short periods of RES had a facilitative effect on the type of subject who might be most vulnerable to dependency problems. Second, work with Zuckerman's Sensation Seeking Scale established that RES techniques were not only well tolerated but were positively perceived by subjects low in stimulus-seeking behavior. Third, specific work with cigarette, food and alcohol dependencies showed that the combination of therapeutic role and content messages with relative short periods of RES could produce stable reductions in dependency behavior. (Author)

**ED 198 444** CG 014 978  
Echterling, Dennis G.

A Rural Program for Enhancing Prevention and Intervention Skills.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Sep 80

Grant—NIMH-5-T15-MH15434

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Community Services, Intervention, \*Mental Health Programs, Participant Satisfaction, Prevention, \*Professional Continuing Education, Professional Training, Program Descriptions, Program Evaluation, \*Rural Areas, \*Skill Development, Training Methods, \*Workshops  
Identifiers—\*Virginia

This paper presents an overview of the planning, implementation, and evaluation of a mental health continuing education program in rural Virginia. An initial needs assessment found that professionals, paraprofessionals, and volunteers need further training in innovative treatment approaches, community intervention, and prevention strategies. The staffing and roles of the planning and evaluation committees are reviewed. The program's training events, consisting of 75 workshops involving over 1400 participants, as well as workshop topics, goals, participants, and locations are discussed. Participant reactions, follow-up information and other data are presented in evaluating the program. The impacts of the program, its problems and potentials are delineated. (Author/NRB)

**ED 198 445** CG 014 979

Blakely, Craig H. And Others

An Experimental Examination of Behavioral Contracting with Delinquent Youth.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date—Sep 80

Grant—NIMH-MH-29160

Note—21p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Behavioral Science Research, \*Child Advocacy, \*Contingency Management, \*Delinquency, Family Problems, Intervention, \*Parent Child Relationship, \*Performance Contracts, Recidivism, Student Volunteers, Undergraduate Students, \*Volunteer Training

Parents of delinquents often display unconstructive behavioral patterns. The effects of behavior contracting with juvenile delinquents in response to these patterns was examined. Delinquent youth (N=72) were randomly assigned to one of three conditions: (1) controls, receiving normal court treatment; (2) a Family Contracting (FC) group, diverted from the court system and working for 18 weeks with an undergraduate trained to use behavioral contracting with the youth's family; and (3) an Advocacy/Contracting (AC) group, working with an undergraduate trained in child advocacy as well as in behavioral contracting. Data from juvenile court files and police records revealed that court petitions, seriousness of petitions, police contacts, seriousness of contacts, and self-reports of delinquency all showed a drop in frequency over time. The AC group showed the greatest drops. Although the AC condition was superior to the FC condition, diverting the youth from formal court involvement using either intervention resulted in fewer youth incarcerations. Interviews with delinquents, parents, and undergraduate volunteers conducted throughout the intervention revealed that the volunteers in both conditions adhered strongly to the contracting model. (NRB)

**ED 198 446** CG 014 980

Fulton, Ann And Others

Attitudes and Opinions of Caprock High School Students and Dropouts.

Team Resources for Youth, Inc., Amarillo, Tex. Spons Agency—Department of Labor, Washington, D.C.; Office of Youth Development (DHEW), Washington, D.C.

Pub Date—80

Note—77p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Academic Achievement, \*Dropout Attitudes, Dropout Research, \*Dropouts, Extracurricular Activities, Family Problems, \*Parent Background, Potential Dropouts, Secondary Education, \*Student Attitudes, Student Needs, Surveys, \*Youth Problems  
Identifiers—\*Chicanos

Team Resources for Youth (TRY) is an agency which works with dropouts and students experienc-

ing difficulty in school. To gain insight in dealing with local youth, TRY conducted an investigation of student attitudes at Caprock High School in Amarillo, Texas. One questionnaire was administered to 746 students and a second questionnaire was completed by 64 of the 362 dropouts contacted. Over 70% of the school population was Caucasian, and 25% was Chicano. Chicanos dropped out at a higher rate than Caucasians, girls dropped out more frequently than boys, and most who left did so in the tenth grade. Most students who remained in school reported positive attitudes about their school and felt they would be well-prepared for college or work after graduation. One-fourth of the students were not involved in school-sponsored activities; dropouts had a very low involvement rate. Over half of the students' parents had graduated; however, Chicano parents had a much lower graduation rate. One-third of the students had a sibling who had dropped out; Chicanos and students whose parents had dropped out were overrepresented in this group. Low academic performance was cited as the major reason for leaving school, with family conflict, student pregnancy, and financial problems reported as additional reasons. (NRB)

**ED 198 447** CG 014 981

Gottlieb, Ian H.

Self-Control Processes in Depressed and Nondepressed Psychiatric Patients: Self-Evaluation.

Pub Date—Sep 79

Note—26p; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Achievement Need, Aspiration, \*Attribution Theory, \*Depression (Psychology), \*Expectation, Foreign Countries, \*Individual Power, Participant Satisfaction, Patients, Performance Factors, \*Self Control, \*Self Evaluation (Individuals), Success  
Identifiers—\*Canada

A cognitive/behavioral model of depression emphasizing the self-control processes of self-monitoring, self-evaluation, and self-reinforcement views self-control as a set of processes by which an individual maintains responses in the relative absence of immediate external reinforcement. The relationship between self-evaluation, attributional style, and clinical depression was examined for 19 depressed and 12 nondepressed psychiatric inpatients and 16 nondepressed nonpsychiatric controls. Subjects were administered a verbal recognition task to assess their self-evaluation patterns. The results offered only partial support for the self-control model of depression. The depressed patients demonstrated lower expectations for their performance prior to undertaking the task, lower estimations of their performance following the task, and lower levels of satisfaction with their task performance than the nondepressed nonpsychiatric controls. Their performance on these measures, however, was indistinguishable from that of the nondepressed patients, thereby raising questions regarding the specificity of self-evaluation deficits to depression. Results suggest that the validity of conceptualizing clinical depression may be only quantitatively different from mild depression due to the implications of experimentally manipulating success and failure experiences. (Author)

**ED 198 448** CG 014 982

Gollwitzer, Peter M. Earle, Walter B.

Residual Excitation and Ego-Defensive Attributions.

Pub Date—Sep 80

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Affective Behavior, \*Attribution Theory, Emotional Response, \*Failure, Individual Needs, Locus of Control, Males, \*Motivation, \*Psychological Needs, Psychological Patterns, \*Self Esteem, Self Evaluation (Individuals)

Identifiers—\*Excitation Transfer Theory

It has been suggested that egotistical attributions for success and failure are mediated by the affective reactions resulting from achievement outcomes. To establish the motivational impact of failure-related

affect on subsequent ego-defensive attributions, an excitation transfer paradigm was used to manipulate the negative feelings elicited by failure. After working on a social skill test, 33 male subjects engaged in a physical exercise task. Failure feedback on the test performance was given either one, five, or nine minutes after exercise. Compared to the nine-minute control condition, more defensive attributions were found in the five-minute condition, and somewhat less defensive attributions were found in the one-minute condition. Excitation transfer theory implies that the displeasure elicited by the negative feedback is enhanced in the five-minute condition and underestimated in the one-minute condition. Results offer support for the notion that outcome-related affect motivates egotistical causal attributions. The individual, having a pervasive need to view himself positively, experiences success and failure as affectively significant events. (Author/NRB)

**ED 198 449** CG 014 983

Robichaud, M. Phyllis Brown, Miner L.

A Simulation Experience to Sensitize Persons to the Sensory Losses of the Elderly.

Pub Date—Nov 79

Note—13p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Form C not filmed due to copyright laws.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Development, \*Aging (Individuals), Educational Gerontology, Empathy, \*Identification (Psychology), Perspective Taking, \*Physical Disabilities, Physical Mobility, Program Descriptions, \*Sensory Experience, \*Simulation, \*Training Methods

This paper describes a simulation experience to help people understand the feelings of the elderly through a program conducted by the Jewish Center for Aged in Chesterfield, MO. The four-hour program is divided into four sections: (1) a true-false test is given to assess participants' concepts of the aged; (2) inhibitors are applied to limit vision, hearing, touch, dexterity and mobility; (3) 12 tasks involving reading, writing, moving, mental stimulation, isolation, eating, exercise, medication, and recreation are assigned to be performed with inhibitors in place; and (4) inhibitors are removed for a discussion period. The format for the simulation activity is reviewed, required materials are listed, and the procedure is outlined. Topics suggested for discussion include assessing the feelings of the participants during the simulation and developing intervention strategies to help the elderly. Forms used in the program are also included. (NRB)

**ED 198 450** CG 014 984

Hooyman, Gene, Ed. Kethley, Alice J., Ed.

Interdisciplinary Training for the Care of the Elderly and Their Families: Curriculum Guide.

Washington Univ., Seattle.

Pub Date—Nov 80

Note—13p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Aging (Individuals), College Faculty, \*Competency Based Education, \*Course Objectives, Curriculum Guides, \*Educational Gerontology, \*Goal Orientation, Higher Education, Human Services, \*Interdisciplinary Approach, Physical Disabilities, Skill Development, Teaching Methods

This curriculum guide proposes competency areas, goals, and objectives for the interdisciplinary training of health and social service undergraduate, graduate, and postgraduate students by faculty members responsible for teaching courses about the care of the elderly and their families. Various levels of student involvement are outlined and explained. Six goals are presented which reflect the basic competencies expected of a student who works with the elderly and are concerned with aging, chronic illness, provider-patient relationship, health promotion, professional collaboration, and the provision of health and social services. Objectives for each goal are identified as knowledge, skills, or values. The needs of the chronically impaired elderly are presented as the major foci of these goals and objectives. (NRB)

## ED 198 451 CG 014 985

Hoffman, Curt Mischel, Walter

Objectives and Strategies in the Layperson's Categorization of Behavior.

Pub Date—Sep 80

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, \*Behavior Patterns, \*Classification, \*Cognitive Processes, Empathy, \*Goal Orientation, \*Information Processing, Objectives, Observation, \*Personality Traits, Prediction, Recall (Psychology)

Identifiers—\*Encoding (Psychological)

The effects of observational purpose are thought to impact on such diverse processes as categorization, behavior perception, trait ascription, and memory. The role of observational purpose in the categorization of behavior was explored to determine whether differences between trait and goal concepts affect certain information-processing objectives. Episodes describing a college student's behavior were constructed with goal- and trait-based organizations. Subjects (N=30) sorted episodes into five categories and labelled each category according to one of five purposes: recall, empathy, personality impression, prediction of future behavior, or no purpose. Subjects categorizing episodes for recall or empathy organized episodes in terms of the character's goals. Subjects whose purpose was to form a personality impression or to predict future behavior organized episodes in terms of the character's traits. Results suggest that the purpose for which the observer expects to use behavioral information may influence how that information is encoded. Episodes categorized by the recall, personality impression, and no-purpose groups were presented to different subjects (N=36) who read the precategorized episodes and completed a free recall test. Results demonstrated that categorization produced by recall subjects facilitated the ability of new subjects to recall the episodes, relative to categorizations produced by personality impression and no-purpose subjects. (Author/NRB)

## ED 198 452 CG 014 986

Inwald, Robin E. And Others

Pre-Employment Psychological Evaluation as a Predictor of Correction Officer Job Performance.

Pub Date—Sep 80

Note—19p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Available from—Hilson Research Inc., 333 West End Avenue, Suite 12B, New York, NY 10013 (\$1.50 each; 10 for \$10.00)

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance, Discipline, \*Employment Qualifications, Individual Characteristics, \*Job Performance, Personality Traits, Personnel Evaluation, \*Personnel Selection, \*Predictive Measurement, \*Psychological Testing, Recruitment, \*Screening Tests

Identifiers—\*Correctional Officers

Correctional officers, often subject to sustained job stress and ambiguity, must possess adequate coping skills to deal with a hostile clientele. Psychological screening, therefore, assumes an important role in correctional officer recruitment. Prior to a recruitment drive, 650 employed correctional officers completed an MMPI and a biographical questionnaire, and were interviewed by an experienced officer, and, in some cases, by a counseling psychologist. Officers were rated as "acceptable" (N=448), "marginal" (N=164), or "not acceptable" (N=38). Data were obtained for the first 10 months of service regarding disciplinary actions, corrective interviews, absenteeism, and lateness. Those officers rated "not acceptable" were found to have significantly more corrective interviews, absences, and lateness than did those in the other groups. Results indicate that formal psychological screening of correctional officers may be of practical and predictive value. (Author/NRB)

## ED 198 453 CG 014 988

Inwald, Robin E.

Effect of Two-Parent Home Background on Race Differences in Psychological Testing.

Pub Date—Sep 80

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Available from—Hilson Research Inc., 333 West End Avenue, Suite 12B, New York, NY 10013 (\$1.50 or 10 for \$10.00)

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Correctional Institutions, Family Characteristics, Family Influence, Hispanic Americans, \*Institutional Personnel, \*Law Enforcement, Nuclear Family, \*Personality Assessment, \*Personality Measures, Police, Psychometrics, \*Racial Differences, \*Screening Tests, Whites

Identifiers—\*Minnesota Multiphasic Personality Inventory

The Minnesota Multiphasic Personality Inventory (MMPI) is the most widely used personality assessment instrument in law enforcement agencies today. Race-related differences on MMPI validity and clinical scales have been the subject of much debate and research in recent years. Male correction officer candidates (N=395) of white, Black and Hispanic origin completed the MMPI and the Inwald Personality Inventory (IPI), an inventory specifically designed for use in psychological screening of law enforcement officers. Significant differences between races were found on the L, F, K, Hs, Pt and Sc scales of the MMPI, and AS, PH, AN, IC, ID and UT scales of the IPI. When scores were analyzed for the sub-group of 258 candidates who reported being raised in two-parent homes, differences remained on only two scales. Hispanics scored higher than the other two groups on the L scale, and Blacks scored higher on the VT scale. Further consideration should be given to family background characteristics when exploring racial differences in personality testing. (Author/KMF)

## ED 198 454 CG 014 989

Cvetkovich, George

Towards a Theory of Psychosocial Development and Fertility Control.

Pub Date—Sep 80

Note—23p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*Behavior Patterns, \*Contraception, Decision Making Skills, Developmental Psychology, Emotional Development, Individual Development, \*Interpersonal Competence, Interpersonal Relationship, \*Sex Differences, Sex Education, \*Sexuality, State of the Art Reviews

Identifiers—\*Psychosocial Development

It is popularly held that the low rate of birth control use among sexually-active American teenagers is primarily due to their immaturity. Many teenagers are commencing their sexual careers prior to acquisition of the social and cognitive abilities demanded by responsible contraceptive use. A general decision-making framework can be used to create a systematic developmental theory of fertility control. Recent evidence concerning the importance of three psychosocial developments to effective contraceptive use has concentrated on: (1) the acceptance of one's sexuality and fecundity; (2) the acquisition of interactional communication skills; and (3) the development of logical and "dialectic" cognitive abilities which permit the individual to systematically anticipate behavioral consequences and to apply a balance of logic and emotion to personal situations. Delineating the effects of situational characteristics, such as emotional commitment to partner, revealed a relationship between psychosocial development and contraceptive use as well as differences in the use patterns of male-versus female-dependent methods. (Author)

## ED 198 455 CG 014 990

Geoglio, Gerald R.

Older Paraprofessionals and Families in Distress: The Needy Old in Service to the Needy Young.

New Jersey State Div. of Youth and Family Services, Trenton. Bureau of Research, Planning, and Program Development.

Pub Date—23 Nov 80

Note—21p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980). Sponsored by the John and Florence Schumann Foundation.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Abuse, Child Neglect, \*Delivery Systems, \*Family Counseling, Family Problems, Foster Family, Grandparents, \*Older Adults, \*Paraprofessional Personnel, Program Evaluation, Social Agencies, \*Social Services

Identifiers—Foster Grandparent Program, \*New Jersey

As caseloads and reports of child abuse and neglect increase, social service agencies have developed new and varied approaches to effectively serve troubled families. Increasingly, the volunteer and the paid paraprofessional are being used to maintain needed services and to stretch limited dollars. The New Jersey Division of Youth and Family Services (DYFS) utilized 33 participants of Federal Older Worker Employment Programs as paraprofessional aides to caseworkers. These DYFS foster grandparents provided in-home services to families suspected of abusing or neglecting their children. During the 15-month demonstration period 97 families were served. Pre- and post-test interviews and assessments of the older workers measured the effect of the foster grandparent's presence on the families. Findings revealed that significant changes in the abuse and neglect situations took place as well as measured changes in the older workers' morale and job satisfaction. (Author)

## ED 198 456 CG 014 991

Charles, Don C.

Educational Psychology and Grown-ups.

Pub Date—Sep 80

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Adult Students, Developmental Psychology, Educational Gerontology, \*Educational Psychology, \*Educational Research, Educational Researchers, \*Lifelong Learning, \*Middle Aged Adults, Psychologists, State of the Art Reviews

Educational psychologists have not been attending or responding to some changes occurring in American education, specifically, the increased number of adults who have become learners. Both developmental and learning research developed because of early school needs in addition to general experimental foci; adolescents and youth have long been the focus of the "helping" psychologists, and measurement has served as the research tool. The focus of research should not be placed on the most neglected age group (30-50) and on the phenomena most directly related to learning and instruction in this group. A review of the significant body of data from three decades of gerontological research suggests a need for future study in the areas of life-span psychology, adult education, and industrial training. (Author)

## ED 198 457 CG 014 992

Leirer, Von O. And Others

Grade Point Average and Reasoning Ability.

Pub Date—Sep 80

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Abstract Reasoning, \*Academic Ability, Academic Achievement, \*Cognitive Processes, College Students, \*Grade Point Average, Higher Education, Language Processing, Logical Thinking, Predictive Measurement, \*Problem Solving, \*Student Behavior



Research on abstract categorical reasoning has shown that students with "A" grade point averages (GPA) have limited, better and often less, reasoning ability than students with lower GPA's. A similar effect was also found when testing "bright" and "dull" subjects. An analysis of this effect was conducted using the component model of categorical reasoning. Findings indicated that most subjects employed either basic or advanced reasoning, but not complete reasoning. In the standard instruction condition, high GPA students were less likely than low GPA students to employ a complete reasoning strategy. In the 50% instruction condition, high GPA students were more likely than low GPA students to employ a complete reasoning strategy. Results suggest that the failure or success of research in this area may be dependent on exactly what problems are used by the investigator and the exact form of the instructions given to the subjects. (Author/KMF)

**ED 198 458** CG 014 993

McDonald, Gerald W. Osmond, Marie Withers  
Jealousy and Trust: Unexplored Dimensions of Social Exchange Dynamics.

Pub Date—21 Oct 80  
Note—21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).

Pub Type—Information Analyses (070) — Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Affective Behavior, \*Affective Measures, \*Emotional Response, \*Interpersonal Relationship, \*Marriage, \*Marriage Counseling, \*Models, \*Social Exchange Theory, \*Spouses, \*State of the Art Reviews

Identifiers—\*Jealousy, \*Trust

Little effort has been made to systematically assess the determinants and consequences of marital jealousy which affect marital, familial and extra-familial expectations, interactions and behavior. A preliminary attempt to rectify this omission provides a conceptual/theoretical perspective on jealousy dynamics in marriage. Marital jealousy, a perceptual phenomenon, refers to the perceived threat of diminution or loss of the valued resources of the spouse and is distinguishable from envy. An analysis of a jealous situation should include descriptions of the normative orientation, the exchange dynamics, the development of competition, and the two major dimensions of marital jealousy, i.e., power and esteem. Four types of jealousy exist in marital situations: possession, fear, ideal-self and exclusion jealousy. Some solutions to marital jealousy include increasing the mutual commitment of the partners and developing mutual trust in the relationship. (Author/KMF)

**ED 198 459** CG 014 994

Green, Susan K. Sandos, Philip  
Perceptions of Male and Female Initiators of Relationships.

Pub Date—Sep 80  
Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Affective Behavior, \*Attitude Change, \*Communication (Thought Transfer), \*Emotional Response, \*Human Relations, \*Interpersonal Competence, \*Interpersonal Relationship, \*Perception, \*Prosocial Behavior, \*Sex Differences, \*Sex Role, \*Social Life

As sex-role equality becomes more acceptable in heterosexual relationships, it is important to examine traditional assumptions about "appropriate" masculine and feminine behaviors. Subjects (N=203) reacted to descriptions of initiations of heterosexual relationships in which the sequence of two initiations (starting a conversation and issuing a dinner invitation) and the sex of the initiator were factorially manipulated. Male initiators were perceived more positively than female initiators regardless of type of initiation, and indirect initiations were perceived as more acceptable than direct initiations for both sexes. Male subjects indicated more willingness to engage in both types of initiations than females. There were no sex differences in perceptions. The overall pattern of results suggests that some variations in the traditional assumptions about initiation of heterosexual relationships may be

developing. (Author)

**ED 198 460** CG 015 038

Tharp, Roland G. And Others  
Behavioral Community Psychology: A Cross-Cultural, Cross-Disciplinary Example with Theoretical Implications.

Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Change, \*Behavior Patterns, \*Children, \*Classroom Environment, \*Community Programs, \*Ethnography, \*Family School Relationship, \*Hawaiians, \*Interdisciplinary Approach, \*Motivation, \*Primary Education, \*Program Descriptions, \*Psychological Services

Identifiers—\*Kamehameha Early Education Program

This paper discusses community psychology programs which serve members of alternate cultures and are based on the premises that: (1) individuals may possess desirable behaviors that are suppressed by their environmental context; (2) conventional behavioristic methods are inadequate for assessment; and (3) an interdisciplinary approach is needed to design effective programs. A multidisciplinary strategy employed by the Kamehameha Early Education Program, a K-3 program for Polynesian-Hawaiian children, is described in which desirable behavior repertoires are discovered, rather than created, by multidisciplinary methods, and the school, rather than the child, is modified to encourage the desirable behavior. Examples of this strategy illustrate the use of ethnography to discover that behaviors desired in school are also present in the home. Modification of the school environment to approximate the cue-functions of the home is discussed. Sociolinguistics, the study of social parameters which affect language use, is offered as a strategy for designing a school environment conducive to language development. Linguistics, dialect, and discourse analysis are presented as methods for exploring the children's use of pidgin speech. The discovery of preexistent repertoires is identified as a first step in designing effective intervention strategies. (NRB)

**ED 198 461** CG 015 040

Voss, Jacqueline. And Others  
Contemporary Women and Their Attitudes Toward Parenthood: Extension and Replication.

Pub Date—Oct 80

Note—14p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Child Rearing, \*Family Attitudes, \*Family Relationship, \*Females, \*Marriage, \*Parent Attitudes, \*Parent Child Relationship, \*Parent Role, \*Role Perception, \*Sex Role

Contemporary women continue to choose the role of motherhood, but questions remain about women's attitudes toward the timing of parenthood, the perceived effect of parenthood on the marital relationship, the perceived effect of parenthood on males as well as females, and the perceived contribution of children to the relationship. A sample of undergraduate female students (N=980) at four state universities completed the Timing for Parenthood Scale. Additional items were constructed to measure perceived preparation for parenthood and to obtain demographic information. Results were analyzed by state and by comparing women who desired small families to those who desired large families. Most women were in favor of postponing parenthood until later in marriage and did not feel that postponement prevented self-fulfillment. (Author/KMF)

**ED 198 462** CG 015 041

Feibelman, Barbara Hamrick, Michael  
Family Life Education: A Problem-Solving Curriculum for Adolescents (Ages 15-19).

Planned Parenthood Center of Memphis, Tenn. Spons Agency—Bureau of Community Health Services (DHEW/PHS); Rockville, Md. Office of Family Planning.

Report No.—HSA-80-5667

Pub Date—80

Grant—GR0989

Note—193p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (only curriculum guide available); Memphis Association for Planned Parenthood, 1407 Union Ave., Memphis, TN 38104, \$15.00 (curriculum guide and trigger films available).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adolescents, \*Curriculum Guides, \*Family Life Education, \*Health Education, \*Interpersonal Relationship, \*Marriage, \*Parenthood Education, \*Parent Student Relationship, \*Problem Solving, \*Secondary Education, \*Self Concept, \*Sex Education, \*Sexuality, \*Skill Development

The rising incidence of teenage sexual activity and the subsequent growth in numbers of teenage parents provide the rationale for this problem-solving curriculum guide on family life education. This model curriculum for adolescents aged 15-19 is designed to promote problem-solving skills, self-confidence, self-awareness, self-control, and knowledge. The curriculum activities, emphasizing individual and/or small group participation, are structured to identify the influences of parents, peers, media, and various socio-educational institutions on the overall development of a healthy sexuality by focusing on: (1) developing a positive self-concept; (2) developing a sexual identity; (3) developing relationships with parents and other adults; (4) developing peer relationships; (5) preparing for marriage and parenthood; and (6) examining health-related issues. Additionally, five trigger films are available to complement the curriculum guide activities. (Author/KMF)

**ED 198 463** CG 015 044

Repetti, Rena L.

Depression Among Women: The Effects of Social Class and Employment.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—5 Sep 80

Grant—NIMH-1-R01-MH-31595

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Comparative Analysis, \*Depression (Psychology), \*Employed Women, \*Employment Level, \*Females, \*Homemakers, \*Self Evaluation (Individuals), \*Social Class, \*Social Differences, \*Status Need

The single most reliable finding in the literature on depression is that women are more likely than men to report and show signs of depressive symptomatology. A distribution of depression scores was analyzed for community women as a function of two factors: employment status, i.e., housewives versus employed women, and social class. The participants (N=109) were interviewed and completed the CES-D scale, a self-report depression scale. Results showed that social class was important; women in the low status group were more depressed than women in the high status group. Differences between housewives and employed women were not significant. These findings are similar to results of other community studies examining depression among women. (Author/KMF)

**ED 198 464** CG 015 051

Golden, James R. Parker, Joseph P.

Facts of Environmental Life (FEL): A Projective Counseling Technique.

Pub Date—80

Note—15p.; Paper presented at the Pennsylvania Personnel and Guidance Association (Valley Forge, PA, 1980).

Pub Type—Reports - General (140) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Counseling Techniques, \*Goal Orientation, \*Group Dynamics, \*Individual Counseling, \*Interpersonal Relationship, \*Models, \*Projective Measures, \*Psychological Characteristics, \*Psychological Evaluation, \*Self Evaluation (Individuals), \*Social Behavior, \*Sociometric Techniques

This paper presents the Facts of Environmental Life (FEL), a counseling technique which incorporates the action sociogram and the Adlerian concept of purposeful behavior. The use of the FEL materi-



als, i.e., a life space board, standing figures of varying sizes, and blocks and barricades representing emotional blocks, is illustrated. Instructions for the construction and administration of the FEL are provided, including a sample script for introducing the client to the FEL technique. The use of the FEL recording sheet is discussed and interpretations of the sociogram are presented. The appendices contain a description of FEL materials and a sample FEL recording sheet. (NRB)

ED 198 465 CG 015 052  
Alvermann, Donna

**Psychological Effects of School Space on Students' Learning and Behavior: Selected Source Materials.**  
Pub Date—24 Aug 79  
Note—14p.  
Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Adjustment (to Environment), Classroom Design, Classroom Environment, Classroom Research, Elementary Secondary Education, Interpersonal Relationship, Learning, Literature Reviews, \*Psychological Needs, \*Resource Materials, \*School Space, \*Space Utilization, \*Student Behavior, Underground Facilities

This paper provides the researchers interested in the psychological effects of school space on students' learning and behavior with a description of selected resources. Source materials are divided into five categories: (1) general background information lists of bibliographies, directories, encyclopedias, books, and libraries; (2) abstracting and indexing services; (3) periodicals with articles focused on the behavior-environment-design interface; (4) organizations to provide information on relevant research, conferences, and publications; and (5) current awareness sources to supply recent information to users without access to reference libraries. (NRB)

ED 198 466 CG 015 053  
Martin, Roy P.

**Cognitive Factors in Consultee Defensiveness.**  
Pub Date—Sep 80  
Note—13p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Attribution Theory, \*Behavior Change, \*Cognitive Ability, Counseling, \*Counselor Client Relationship, Disclosure, \*Memory, Perception, \*Self Concept, Social Psychology, State of the Art Reviews  
Identifiers—\*Defensiveness

Defensiveness is the most frequently utilized concept to explain inadequate change on the part of consultees. Defensiveness, in this context, indicates a motive to protect a central component of the self-concept, or a motive to present oneself favorably. Another source of consultee resistance to change results from the limitations of the human cognitive apparatus. Some of these limitations include: (1) the lack of a conscious awareness of higher mental processes; (2) disproportional cognitive availability of vivid events; (3) fundamental attribution error; and (4) other memory-related factors. While the defensiveness hypothesis assigns blame to the consultee for consultation failure, cognitive explanations do not, and tend to lead to changes in consultant behavior designed to circumvent these limitations. (Author/NRB)

ED 198 467 CG 015 054  
Dirkes, M. Ann

**Divergent Production Stimulates Learning and Transfer.**  
Pub Date—Sep 80

Note—20p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Cognitive Processes, Concept Formation, Creative Thinking, \*Discovery Processes, \*Divergent Thinking, Individual Differences, \*Learning Processes, Learning Theories, Memory, \*Metacognition, \*Problem Solving, Productive Thinking, Self Evaluation (Individuals), State of the Art Reviews

Although teachers may sequence instructions carefully, they are unable to respond to the complex unique experience of each individual learner. Divergent production should be an instructional choice that enables individuals to learn through their own recall and idea construction. Learning is problem solving; when individuals do not know how to deal with situations, opportunities for learning are presented. Individuals solve problems through idea production dependent on cognition, memory, evaluation, and personal characteristics. Divergent production stimulates an internal locus of control, self-evaluation, and a creative transfer of learning. If the self-assurance and initiative wrought by divergent thinking were developed in the early years of life, school anxiety and learned helplessness might diminish. Individuals should understand their thinking habits and use them most effectively. Studies of intellectual operations, tasks, and metacognitions may enhance the thought and learning processes of the gifted, mentally retarded, and emotionally disturbed. Divergent production helps all individuals to learn when they have not been adequately instructed and to solve problems when they do not know what to do. These abilities contribute to the unique development of each individual. (NRB)

ED 198 468 CG 015 057  
Todd, Thomas C.

**Paradoxical Prescriptions: A Team Approach to Strategic Family Therapy.**  
Pub Date—Sep 80

Note—25p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - General (140) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Behavior Change, \*Change Strategies, \*Cocounseling, Counseling Effectiveness, \*Counseling Techniques, \*Family Counseling, Family Problems, Models, Negative Attitudes, \*Paradox, Participant Characteristics, \*Psychotherapy, Therapeutic Environment

This paper describes a strategic, paradoxical therapy approach useful in family therapy. A discussion of the criteria for case selection indicates the ideal profile to be a case which has been treated by several therapists, using various modalities, with virtually no change. Other indications of the need for strategic therapy are discussed, including a high degree of client resistance and a clear, severe, and intolerable symptom. Four major categories of strategic techniques are presented: restraining, positioning, relabelling, and prescribing. Two sample prescriptions, developed by the therapy team and presented to the clients, are described and analyzed to illustrate the incorporation of different strategic techniques. Suggestions for using paradoxical therapy are given with a description of the actual process, i.e., preparing and conducting a session, consulting in the team meeting, and delivering the prescription. The outcomes of the sample cases are discussed and successes and failures of strategic therapy are reviewed. (NRB)

ED 198 469 CG 015 058  
Crawford, Patricia

**Development of a Student Needs Assessment Inventory for Secondary School Guidance Departments.**

North York Board of Education, Willowdale (Ontario).  
Pub Date—Jul 79

Note—28p.  
Available from—Educational Research and Evaluation Services, North York Board of Education, 171 Avondale Avenue, Willowdale, Ontario, Canada M2N 2V4 (\$1.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Career Exploration, College Preparation, \*Evaluation Methods, Foreign Countries, \*Individual Differences, \*Needs Assessment, Participant Satisfaction, \*School Guidance, Secondary Education, Secondary School Students, Student Development, \*Student Needs, \*Test Construction

Identifiers—\*Canada  
Guidelines issued by the Ministry of Education suggested a needs assessment model for designing school guidance programs. Subsequently, an instru-

ment was developed to enable school guidance personnel to conduct an assessment of student needs. A 119-item questionnaire reflecting 13 areas of need was administered to 313 secondary students. Students rated each item in terms of its importance and in terms of their degree of satisfaction with the service provided. Data analysis resulted in reduction of the questionnaire to 74 items in 8 areas and a rewriting of the item format and satisfaction rating. The revised questionnaire was administered to 707 students in 3 secondary schools. Data analysis from this administration resulted in a 46-item questionnaire focused on 11 major factors, including personal skills, career preparation, leadership, creativity, leisure, economic influences, college preparation, work experience, job interviews, family relationships, and working conditions. (The tables list items, item number, and factor loadings; the final inventory is included in the appendix.) (NRB)

ED 198 470 CG 015 059  
Beaver, Marion L. Elias, Betty

**Enhancing the Well-Being of the Marginal Elderly Through Art Appreciation.**

Pub Date—Nov 80  
Note—16p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Adult Education, \*Adult Programs, \*Art Activities, Art Expression, \*Enrichment Activities, Individual Development, \*Lifelong Learning, \*Older Adults, \*Painting (Visual Arts), Program Descriptions, Program Evaluation, Recreational Activities, Self Esteem, Self Expression  
This article describes a 10-week experimental class in painting for older adults at a Jewish Community Service Center. The rationale for offering a painting course is presented and the community center facilities are described in detail. The demographics of the 19 relatively isolated, shy persons aged 65-84 who met for 2-hour weekly sessions are provided. The objective of the class, i.e., to provide students with a personally and socially enriching experience through painting, is discussed as well as the instructional methods of lectures, group discussions, individual instruction, model presentation, art gallery visits, feedback, and the session formats. Changes in student behavior and achievement of class objectives are reviewed. An evaluation of the class is followed by a discussion of plans for the future. (NRB)

ED 198 471 CG 015 065  
Mathes, Eugene W. And Others

**Absorption, Creativity, Peak Experiences, Empathy, and Psychoticism.**

Pub Date—[79]  
Note—17p.

Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Measurement, Correlation, \*Creativity, Creativity Tests, \*Empathy, Hypnosis, Individual Characteristics, Paranoid Behavior, \*Personality Traits, \*Psychological Patterns, \*Psychosis

Identifiers—\*Absorption (Psychology), \*Peak Experiences

Tellegen and Atkinson suggested that the trait of absorption may play a part in meditative skill, creativity, capacity for peak experiences, and empathy. Although the absorption-meditative skill relationship has been confirmed, other predictions have not been tested. Tellegen and Atkinson's Absorption Scale was completed by undergraduates in four separate studies. Subjects (N=117) in Study 1 also completed several cognitive measures of creativity. Subjects (N=106) in Study 2 completed two measures of their tendency to have peak experiences. Subjects (N=123) in Study 3 completed Hogan's Empathy Scale. Subjects (N=101) in Study 4 completed the Minnesota Multiphasic Personality Inventory. Results suggest that absorption is associated with creative ability, the tendency to have peak experiences, a capacity for empathy, and psychotic pathology. The research suggests that absorption, hypnotic susceptibility, creativity, the tendency to have peak experiences, empathy, hypochondria, paranoia, psychasthenia, and hypomania are all aspects of the psychoticism dimension of personality proposed by Eysenck and Eysenck. (NRB)

ED 198 472

CG 015 067

Calhoun, Lawrence G.

Interpreting Rape: Differences Among Professionals and Non-Professional Resources.

Pub Date—Sep 80

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitudes, Attribution Theory, \*Bias, Comparative Analysis, Counselors, Helping Relationship, Perception, \*Physicians, \*Rape, \*Victims of Crime, \*Volunteers

Physicians and rape crisis counselors may play important roles in assisting a rape victim; their beliefs and perceptions about rape may influence their treatment of the victim. Physicians (N=10) and volunteer rape counselors (N=44) completed questionnaires focused on demographic characteristics, their experiences with rape victims, and personal attitudes and beliefs about rape. The two groups were compared on eight dependent variables: causality of rape, consequences of rape, women's responsibility for prevention, relation of sex to rape, deserved punishment of rapists, victim's precipitation of rape, normality of rapists, and power as a motivation for rape. There were no significant differences between the beliefs expressed by the physicians and those expressed by the volunteer counselors. Further analysis of the data revealed a pattern which suggests that as physicians and volunteers experience more personal contacts with rape victims, these professionals may: (1) view the psychological impact of rape as less severe; (2) be less likely to regard the victim as the precipitating cause; and (3) be less likely to perceive sex as a motivation for rape. (NRB)

ED 198 473

CG 015 068

Bielby, Denise Del Vento

Preferences, Barriers, and Facilitators for Postsecondary Education in a Southern California Urbanized Area.

California Univ., Santa Barbara.

Pub Date—Nov 80

Note—26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Aspiration, Adult Education, \*Continuing Education, Educational Demand, \*Enrollment Influences, Enrollment Trends, \*Lifelong Learning, \*Nontraditional Students, \*Occupational Aspiration, Postsecondary Education, Surveys

Identifiers—\*California

Information of personal preferences is needed to tailor existing postsecondary programs to the needs of older learners. A personal preference survey was conducted to explore adult preferences for postsecondary learning, factors which facilitate or impede enrollment, and the use of local educational opportunities. Subjects (N=254) were 25 years of age or older, had completed the equivalent of high school, and lived in the South Coast area of California. Nearly all had once been enrolled in a postsecondary program; thus, their interests were primarily academic. Some, 26%, had specific plans for future enrollment, but the majority, 55%, were only somewhat interested. Scarce personal resources, i.e., jobs, limited time, home and child care were defined as barriers to postsecondary education; institutional barriers became more salient deterrents once specific plans were made to return to school. Facilitators for converting educational interests to actual plans appeared to be nonexistent and have a minimal impact on barrier reduction. Interest in postsecondary education was most often motivated by occupational aspirations. Although geographically specific, this research reflects nationwide trends in adult postsecondary education. (NRB)

## CS

ED 198 474

CS 005 574

Steinberg, Cindy Bruce, Bertram

Higher-Level Features in Children's Stories: Rhetorical Structure and Conflict. Reading Education Report No. 18.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—BBN-4291

Pub Date—Oct 80

Contract—400-76-0116

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Childrens Literature, \*Conflict, \*Discourse Analysis, \*Interpersonal Relationship, \*Literary Devices, Literature Appreciation, Readability, Reading Comprehension, \*Reading Research, \*Rhetoric

Traditional surveys of children's literature have examined features such as text structure and topic, but have failed to take into account rhetorical elements such as author/reader distance, commentary, point of view, and inside view (insight into characters' minds). Similarly, they have glossed over aspects of character to character interaction, such as responses to interpersonal conflict. A children's story survey was conducted to determine the prevalence and distribution of a story's rhetorical elements, to examine the relationship between traditional measures of story complexity and a conflict complexity measure, and to explore relationships that might exist between preference ratings of the stories and the coding of the stories' rhetorical elements. Of the 32 stories examined, 29 exhibited conflict, especially interpersonal conflict. Inside view was found to be more prevalent in the upper level stories. The results suggest that this model of author/reader interactions and conflict is one step towards a richer language for discussing stories and for enhancing children's understanding of stories. (HOD)

ED 198 475

CS 005 739

Adult Literacy in Africa-Nigeria, Rhodesia, South Africa, Sudan, Tanzania. Literacy Bibliographies 23.

International Inst. for Adult Literacy Methods, Tcheran (Iran).

Pub Date—Jun 80

Note—30p.; Not available in print copy due to print quality.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, \*Adult Literacy, Communication (Thought Transfer), \*Developing Nations, Foreign Countries, \*Functional Literacy, Language Skills, \*Literacy Education, Mass Media, National Programs, \*Nonformal Education, Program Descriptions

Identifiers—\*Africa, Nigeria, Rhodesia, South Africa, Sudan, Tanzania

Approximately 200 items are listed in this bibliography of materials pertaining to adult literacy in Nigeria, Rhodesia, South Africa, the Sudan, and Tanzania. The listed materials are categorized according to country and deal with a variety of topics, including the following: (1) adult education and adaptation to change in Nigeria; (2) adult literacy teacher evaluation; (3) language problems of developing nations; (4) nonformal education for rural development; (5) functional literacy programs; (6) agricultural literacy; (7) communication, literacy, and development; (8) literacy and development in the Rhodesian trust lands; (9) literacy in traditional societies; (10) the work oriented adult literacy project in the Sudan; (11) cost problems of literacy campaigns; (12) training of personnel for functional literacy programs; (13) language and media supports for nonformal adult basic education; (14) family life education; and (15) Tanzania's mass health education campaign. (FL)

ED 198 476

CS 005 747

Quattrini, Joe

Instructor's Manual for Advanced Instructional Techniques: Teaching Content through Reading in the Secondary School.

Pub Date—80

Note—30p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, \*Content Area Reading, Course Descriptions, Higher Education, \*Instructional Materials, Reading Comprehension, \*Reading Instruction, Secondary Education, \*Teacher Education, \*Teaching Methods

This teacher education instructor's manual begins with some assumptions about reading and reading achievement and with recommendations for the course instructor. The major portion of the manual describes activities to help teachers match students and materials, master prereading skills to help teach reading in content areas, and understand the processes involved in reading comprehension. These activities are followed by a bibliography of information sources available to teachers. A list of resources used in the course concludes the manual. (HTH)

ED 198 477

CS 005 776

Brand, Clara S.

A Phonic Alphabet.

Pub Date—Dec 78

Note—6p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Change Strategies, Language Skills, Language Standardization, \*Phoneme Grapheme Correspondence, \*Phonemic Alphabets, \*Phonics, Reading Instruction, \*Reading Skills, \*Spelling, Word Study Skills

Identifiers—\*Language Reform

A great deal of time could be saved in all grades and for all content areas if a truly phonic alphabet were developed. This alphabet would have only one symbol for each sound and only one sound for each symbol so that beginning readers could learn to pronounce any word they could see and spell any word they could pronounce correctly. Such an alphabet could be created by using double vowels for all long vowels and by eliminating all silent letters, obscure vowels, and duplicate consonants. For example, "c" would be used only in "ch," its soft sound would always be spelled with "s," and its hard sound would be "k." The sound of "a" in "father" is so close to short "o," that the "o" symbol would do for both. A problem is posed by the sound spelled "oo" in book and "u" in "bush"; however, since "y" and "w" would be eliminated because their sounds are taken by other letters, perhaps one of them could be used. Another suggestion would be to use boldface type for long vowels. Typists would then have to follow long vowels by a hyphen or other symbol while long hand writers would simply put a mark like the cross of a "t" over long vowels. To initiate this program, periodicals and newspapers could publish one article printed both ways in each issue for a year. Through this system, English would suddenly become one of the easiest languages to learn and there would be no more students who cannot read. (FL)

ED 198 478

CS 005 804

Williams, Ray

Lexical Familiarization in Content Area Textbooks.

Pub Date—80

Note—18p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (17th, Warwick, England, July 28-August 1, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Content Area Reading, Definitions, \*Language Patterns, \*Literary Devices, Readability, Reading Comprehension, Semantics, \*Textbook Content, Textbook Preparation, \*Textbooks, Vocabulary

Defining lexical familiarizations as devices by means of which an author gives a reader an understanding of newly introduced key lexia, this paper discusses familiarizations in content area textbooks. The various sections of the paper examine the following topics: (1) the forms taken by lexical famil-

iarizations, including use of reader experience, definition and illustration, synonym, contrast with a more common meaning, and restatement in comprehensive terms; (2) prepublication aspects of lexical familiarization, such as the importance of a typographic system, appropriate choice of lexical items to be familiarized, appropriate choice of lexis, and the use of polysemous words and surface structures; and (3) the pedagogic implications of lexical familiarization for the content area specialist and the English specialist, and for textbook selection and examinations in the English language. (FL)

ED 198 479 CS 005 850

Carpenter, Patricia A.  
Comprehension Processes in Reading. Final Report.  
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Bureau No.—6-0388B

Pub Date—31 Mar 80

Grant—NIE-G-77-0007

Note—70p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, \*Eye Fixations, Higher Education, Memory, Models, \*Reading Comprehension, \*Reading Processes, \*Reading Research, \*Recall (Psychology), \*Retention (Psychology)

Two research studies were conducted to examine short term memory capacity and eye fixations as parts of the reading comprehension process. In the first study, varied aspects of the text and the readers' tasks were examined by monitoring the duration and sequence of readers' eye fixations. The results showed that readers made longer pauses at points of increased processing, such as encoding infrequent words, parsing and representing information in clauses, integrating information from more important clauses, and making inferences. One major outcome of this research was a relatively detailed process model for predicting the gaze duration of college students reading clauses of scientific texts. In the second study, it was hypothesized that individual differences in reading comprehension were caused by differences in working memory capacity. A test with heavy processing and storage demands was devised to measure the trade-off between reading efficiency and the amount of additional information maintained in working memory. When 20 college students read aloud a series of sentences and then recalled the final word of each sentence, their reading span—the number of final words recalled—varied from two to five. This span correlated with three comprehension measures, including verbal SAT and tests involving fact retrieval and pronominal reference. Similar correlations were obtained with a listening span task, showing that the correlation was not specific to reading. (RL)

ED 198 480 CS 005 855

Vail, Edward O.

Perris Union High School District's Formula-Three Language Processing Program—The First Year, 1979-1980: Outcomes for 269 Seventh Graders.

Integrative Learning Systems, Inc., Glendale, Calif.

Pub Date—Oct 80

Note—8p.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, \*English Curriculum, Grade 7, Junior High Schools, Language Processing, \*Language Skills, \*Program Evaluation, \*Reading Achievement, \*Reading Programs, \*Remedial Programs, Secondary Education, Spelling Instruction, Study Skills, Writing Instruction

In 1979, the typical entering seventh grade student at Perris Valley Junior High School (California) scored 21 months below grade norm in reading and 25 months below grade norm in language. To provide the students with language processing skills necessary for participation in the regular school curriculum, students in both junior and senior high school were offered a daily learning experience in the Formula Three Reading, Spelling, Learning Program. The course of instruction starts with 40 skills lessons in which students review or learn the sound-letter relationships and major spelling

patterns. Students then learn to incorporate this information into the Reading Formula so they can decode the written language; the Spelling Formula so they can encode and so spell correctly the language; and the Learning Formula so they can clarify the vocabulary and content of whatever they read. Possession of these three skills gives students random access rather than linear access to the written language. The application part of the program starts with eight advanced reading and spelling lessons. After the total 48 lessons have been completed, students use the newly learned skills when working in academic content areas and vocational and fine arts classes. (HOD)

ED 198 481 CS 005 861

Lesgold, Alan M. Curtis, Mary E.

Learning to Read Words Efficiently.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—60p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Beginning Reading, Elementary Secondary Education, \*Learning Processes, Longitudinal Studies, Oral Reading, Phonics, Reading Ability, \*Reading Achievement, \*Reading Rate, \*Reading Research, \*Reading Skills, Sequential Learning, Skill Analysis, \*Word Recognition

The research described in this report is the first part of an attempt to study the development of both overall reading ability and verbal encoding efficiency in an effort to see how the two are related. The report proposes a theory of prerequisite or hierarchical relationships and suggests that there may be differences between performance of a skill and learning a skill. It then uses this theory of prerequisite skills as a basis for describing the nature of observed correlation between phonological or articulatory proficiency and reading achievement. It notes that clear evidence exists that poor readers in both elementary school and high school are slower at tasks that involve retrieving a verbal/phonological code in response to a visual stimulus. A longitudinal study of beginning reading in process is described in which children were tested as they completed various portions of a reading curriculum. One preliminary result noted is that oral reading speed during the first year of reading instruction was shown to be predictive of later reading achievement. (MKM)

ED 198 482 CS 005 862

Perfetti, Charles A. Roth, Steven

Some of the Interactive Processes in Reading and Their Role in Reading Skill.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—52p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Context Clues, Discourse Analysis, Elementary Education, Individual Characteristics, Models, Psycholinguistics, Reading Achievement, Reading Difficulties, Reading Failure, \*Reading Processes, \*Reading Research, \*Word Recognition

Features of a model of reading that is both sensitive to individual differences and consistent with the assumption that reading processes are interactive are discussed in this report. A description of how this model accounts for individual differences in reading skill suggests three types of reading problems: slow word decoding, slow sentence computing, and lack of use of context. Several studies of contextual influences on word identification are described, including research on story discourse, context-type research, and graphical variations (letter segment deletion). The conclusion notes that the research indicates that at least one of the three types of reading problems suggested at the beginning of the chapter can be ruled out—children do not seem to have severe problems using context in word identification. (MKM)

ED 198 483

CS 005 863

Perfetti, Charles A.

Verbal Coding Efficiency, Conceptually Guided Reading, and Reading Failure.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—22p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Context Clues, Decoding (Reading), Elementary Education, Reading Achievement, \*Reading Difficulties, \*Reading Failure, \*Reading Processes, \*Reading Research, \*Word Recognition

Word recognition and reading failure are examined in this report using an interactive framework of the reading process based on the premise that reading is both a top-down and a bottom-up process, both conceptually guided and graphically based. Experiments are discussed that show that less-skilled readers are affected by anomalous contexts and that they do make accurate predictions. Experiments in which print is degraded (letter segments are deleted) are also described, indicating that both the accuracy and the identification times of less-skilled readers were helped more by context. The conclusion notes that middle grade children of normal intelligence who are poor readers can use context very well in word identification and that they show signs of being dependent on context in compensation for inefficient word coding abilities. (MKM)

ED 198 484

CS 005 865

Resnick, Lauren B.

Toward a Usable Psychology of Reading Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—20p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aptitude Treatment Interaction, \*Beginning Reading, Cognitive Development, Cognitive Processes, Elementary Secondary Education, Learning Theories, \*Psychological Studies, Reading Ability, \*Reading Achievement, \*Reading Instruction, \*Reading Research, Research Needs

This report offers the premise that a psychology of reading instruction has a set of questions of its own, questions that concern the ways in which the environmental interventions called instruction interact with cognitive processes to modify competence. The report discusses two streams of psychological research as they relate to reading instruction: that of the cognitive psychologists and that of the learning psychologists. Sections of the report include discussions of skilled performance and acquisition, individual differences, and inventions and discovery in learning to read. Suggestions for continued study are also offered, and include contrastive studies of good and poor readers, longitudinal studies of reading development, readiness and aptitude matching, and inquiries into who is likely to invent reading and who seems to need very explicit instruction. The report concludes that a great deal more must be learned about the relationship between skilled performance in reading and patterns of acquisition, and that more must be learned about how development is modified by environmental events, particularly instruction. (MKM)

ED 198 485

CS 005 874

Raygor, Alton L. Filippo, Rona F.

Varieties of Comprehension Measures: A Comparison of Intercorrelations among Several Reading Tests.

Pub Date—Dec 80

Note—17p.; Paper presented at the Annual Meeting of the American Reading Conference (1st, Sarasota, FL, December 4-6, 1980).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Higher Education, Postsecondary Education, Predictor Variables, \*Reading Achievement, \*Reading Comprehension, Reading Research, \*Reading



Tests, Secondary Education, \*Test Validity Identifiers—Minnesota Reading Assessment

The procedures used to establish the validity of the Minnesota Reading Assessment (MRA) are described in this paper. The MRA is described as a measure designed for use with students in community colleges, business schools, technical schools, and other secondary and postsecondary training institutions in order to measure student competence in specific reading skills: reading rate and retention, vocabulary, and comprehension. The paper presents data drawn from the validity studies, which were completed in connection with the standardization of the test and which involved students in vocationally oriented programs, in community colleges, in four-year colleges, and in programs for the hearing impaired. (FL)

ED 198 486 CS 005 875

Klein, Howard

Finding Reading Levels with Cloze: A Textbook Dilemma.

Pub Date—[80]

Note—21p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Junior High Schools, Readability, Reading Ability, \*Reading Research, \*Research Problems, Scoring, \*Scoring Formulas, \*Textbooks

Identifiers—Bornmuth (John R)

Current textbooks on reading recommend six scoring systems to be used with cloze tests to find material of suitable difficulty for instruction. These six scoring systems, when applied to a single data source—300 cloze scores obtained from ninth grade students tested with ninth grade content materials—produced varied placements which at present cannot be converted from one to another. Obviously all six scoring systems, differing as they do, cannot make correct placements. Perhaps the greatest disservice of textbook authors, aside from not being up to date and comprehensive in their reporting on cloze procedures, is that they have neglected John Bornmuth's evolution in thinking about the rationale upon which many cloze scoring systems have been built. Bornmuth particularly singles out criterion scores used with multiple choice tests. If teachers choose to follow the recommendations of textbooks on reading, these textbooks will have a profound effect in the classroom—but there is no basis for knowing whether these effects will be good or bad. (RL)

ED 198 487 CS 005 876

Robertson, Margaret Burnett

The Effect of Sex-Typed Reading Material on Reading Interests and Comprehension in 1967 and in 1979.

Pub Date—Sep 80

Note—126p.; M.Ed. Thesis, University of Saskatchewan.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, Elementary Education, Grade 5, Intermediate Grades, Longitudinal Studies, \*Reading Comprehension, \*Reading Interests, \*Reading Materials, \*Reading Research, \*Sex Differences, \*Sex Stereotypes

A study was conducted to determine the stability of the effect of sex-typed reading material on the reading interests and comprehension of fifth grade boys and girls. It involved a direct replication of a 1967 study so that a comparison of data from the 312 subjects of that study could be made with the data from 374 subjects of 1979. Reading material, equated for readability, was designed with male or female characters occupying male or female type occupational roles. Interest in the reading material was measured by a six-point like-dislike scale. Comprehension was measured by a 50-item deletion cloze test for each story. Each subject read and responded to four stories. Results indicated that (1) fifth grade boys' and girls' interests in sex-typed reading material are different and exhibit some stability across time; (2) boys' interests are determined by the occupational role of the story character and girls' interests are little affected by sex-typing; (3) boys' comprehension scores are little affected by sex-typed reading content and girls' comprehension scores are superior for that reading content designed to appeal to girls; and (4) the varying effects of sex-typed reading material on the interest and comprehension of boys and girls suggest the relationship

is different in boys and in girls. (HOD)

ED 198 488 CS 005 877

Biemiller, Andrew J.

Relationships between Reading Time for Letters, Words, Simple Text, and Word Identification Skill: A One Year Longitudinal Study.

Spons Agency—Ontario Educational Research Council, Toronto.

Pub Date—[80]

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, \*Letters (Alphabet), Longitudinal Studies, \*Oral Reading, \*Reading Achievement, Reading Comprehension, Reading Instruction, \*Reading Rate, \*Reading Research, Reading Skills, \*Word Recognition Identifiers—Time on Task

A study was conducted to replicate earlier findings regarding the relationships between letter, word, and text reading times and measures of reading achievement and to establish the stability of reading times measures and their relationships over a one-year period. Subjects included 150 children in eight age cohorts between grades one and six. The results strongly support the earlier conclusions that good readers are superior at context-free word recognition and that skilled reading is largely "text-driven" (more affected by "bottom-up" skills involving letter and word identification than "top-down" skills involving the use of context). Both reading time measures and the Gray Oral Reading Test highest passage measure demonstrated one-year stabilities above .70 at nearly all grade levels above the first grade. (HOD)

ED 198 489 CS 005 880

Stockard, William H. Eccles, Frankie

Unicorns and Dragons: Using Guided Imagery in the Classroom.

Pub Date—Nov 80

Note—18p.; Paper presented at the Annual Meeting of the California Reading Association (14th, Sacramento, CA, November 6-8, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Children, \*Class Activities, \*Creative Thinking, Elementary Education, \*Fantasy, \*Imagination, Language Arts, \*Pretend Play

A variety of classroom activities are offered in this paper as ways of exercising children's imaginations. Following a discussion of the need for developing creative thinking in children, some ways to establish the freedom or atmosphere to begin fantasies are offered and a guided fantasy technique for classroom use is outlined. The second half of the paper contains several examples of fantasies that teachers and group leaders have used to facilitate the growth of the imagination. (RL)

ED 198 490 CS 005 888

Johnston, Suzanne

Planning and Implementing an Effective Reading and Study Skills Lab.

Pub Date—Nov 80

Note—10p.; Paper presented at the Annual Meeting of the California Reading Association (14th, Sacramento, CA, November 6-8, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Learning, \*Adult Reading Programs, Adults, \*Individualized Instruction, Individualized Reading, \*Reading Centers, Reading Difficulties, Reading Improvement, \*Remedial Reading

The factors necessary for implementing and maintaining an individualized adult reading lab are outlined briefly in this paper. Teaching approaches that make the lab suitable for remedial readers, as well as how the individualized approach can help the student beyond the basics of reading are discussed under the heading of components. Suggestions for scheduling and coordinating the lab with content area courses are presented in the organization section of the outline, while classroom management and grading are discussed in the sections on operation and evaluation. (HTH)

ED 198 491 CS 005 889

Ciani, Alfred J., Ed.

Motivating Reluctant Readers.

International Reading Association, Newark, Del. Report No.—ISBN-0-87207-530-3

Pub Date—81

Note—113p.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 530, \$4.00 member, \$6.00 non-member).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescent Literature, Content Area Reading, Elementary Secondary Education, Language Experience Approach, \*Motivation Techniques, Parent Role, Reading Centers, \*Reading Difficulties, \*Reading Instruction, Self Concept, \*Student Motivation

Identifiers—Reluctant Readers

Representing views on many facets of reluctant readers, the chapters in this book provide suggestions for working with students who function at a frustration level and those who have an aversion to reading. Specific topics discussed in the book's nine chapters are: (1) building language experiences for reluctant readers, (2) home remedies, (3) using popular music as a motivation device, (4) recent adolescent literature as an alternative to serial books, (5) starter shelves in content area classrooms, (6) using student publishers to promote book sharing, (7) motivating children to read through improved self-concept, (8) the camera as a tool for teaching reading, and (9) services that can be provided by the reading laboratory or resource room. (FL)

ED 198 492 CS 005 890

Santa, Carol Minnick, Ed. Hayes, Bernard L., Ed.

Children's Prose Comprehension: Research and Practice.

International Reading Association, Newark, Del. Report No.—ISBN-0-87207-730-6

Pub Date—81

Note—193p.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 730, \$5.00 member, \$7.00 non-member).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, Interdisciplinary Approach, \*Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Research, Teaching Methods

Designed to provide an exchange of ideas about children's reading comprehension, this book has gathered insights and perspectives from both educators and psychologists concerning the comprehension process. The first section of the book consists of three chapters devoted to literature reviews, each dealing with an aspect of comprehension. Specific areas covered in the reviews are: basic research on the development of prose comprehension, experimental manipulations designed to promote comprehension, and successful instructional materials and practices used for teaching children to comprehend. The second section of the book contains three discussion chapters that provide critical commentary on the literature reviews. The book concludes with a summary chapter and a comprehensive listing of references. (FL)

ED 198 493 CS 005 891

Gerber, Marilen J. White, Donna R.

Verbal Codability in Visual Paired Associate Performance of Poor Readers.

Pub Date—Sep 80

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Comparative Analysis, Language Acquisition, \*Learning Theories, \*Paired Associate Learning, Primary Education, Reading Achievement, \*Reading Difficulties, Reading Failure, \*Reading Research, \*Verbal Learning Identifiers—Rehearsal Strategies

The performance of good and poor readers was compared on a series of three visually presented paired associate tasks varying the verbal codability

level of response items. Performance of the 32 poor readers was significantly lower than that of the 32 good readers across all three tasks. There were no differences between good and poor readers in their response latencies to label production for the variety of visual materials, nor were there differences between the reader groups in their reported use of visual or verbal rehearsal strategies during task performance. These results were interpreted as being consistent with the possibility of a general visual associative learning dysfunction for poor readers. The data eliminated the explanation of a label production deficit for the poor reader group, but did not rule out the possibility of deficiencies in the covert use of verbal rehearsal strategies. (Author/RL)

ED 198 494 CS 005 892

Mikkelsen, Vincent P. Joyner, Wilton

**The Relationship between the Organization Climate of Elementary Schools and Reading Achievement of Third Grade Pupils.**

Pub Date—Dec 80

Note—18p; Paper presented at the Annual Meeting of the Educational Research Conference (2nd, Columbia, SC, December 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Educational Environment, \*Elementary Schools, Grade 3, \*Organizational Climate, Primary Education, \*Reading Achievement, Reading Research, \*Teacher Administrator Relationship, \*Teacher Attitudes, Teacher Behavior, Teacher Morale

Identifiers—Organizational Climate Description Questionnaire  
A study was conducted in three city school districts in eastern North Carolina to examine the relationship between the organizational climate of elementary schools and the reading achievement of third grade students. The Organizational Climate Description Questionnaire was given to the staff of ten elementary schools to determine whether the school was "open" or "closed." Reading achievement measures for the students were obtained from the California Achievement Test, and academic ability measures were obtained from the California Short Form Test of Academic Ability. A comparative analysis of the data indicated a significant difference in reading achievement between "open" and "closed" school environments, and revealed that students enrolled in the school with an "open" organizational climate performed significantly better on two of the reading indices than those students who were enrolled in the "closed" organizational climate school. (HTH)

ED 198 495 CS 005 895

Visinski, Ann E.

**Reading in Bookkeeping: The Use of Job and Curriculum Task Analyses.**

Pub Date—Jan 81

Note—94p; M.Ed. Thesis, Rutgers The State University of New Jersey.

Pub Type—Tests/Questionnaires (160) — Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bookkeeping, Job Analysis, Job Skills, \*Occupational Surveys, Office Occupations Education, \*Reading Research, \*Reading Skills, \*Task Analysis

A study was conducted to discover what reading skills were required by employers for entry-level bookkeepers, what reading skills were rated as being important in the bookkeeping curriculum, and what the relationship was between the existing bookkeeping curriculum and employment requirements. A job reading task analysis (JRTA) was prepared and sent to 40 employers in three New Jersey counties. A variation of this checklist, the curriculum reading task analysis (CRTA), was sent to 25 school districts in the same three counties. Findings indicated that (1) reading skills for bookkeeping consist of those needed for understanding subject matter (reading-to-learn) and those that can be transferred beyond the classroom to the world of work (reading-to-do), (2) the JRTA could be used as a predictor for determining the reading needs of an entry-level bookkeeper, (3) the CRTA could be used as an informal means of assessing the reading skills considered important in the bookkeeping curriculum, and (4) 57% of the CRTA priorities were transferable to the job world. (HOD)

ED 198 496 CS 005 897

Moss, Kay

**Classroom Analysis of Teachers' Theoretical Orientation to Reading.**

Pub Date—[80]

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Observation Techniques, \*Classroom Techniques, Measurement Techniques, \*Reading Instruction, \*Reading Teachers, \*Teacher Behavior, \*Teaching Skills

Arguing that a teacher's theoretical orientation influences instruction, this paper identifies three theoretical orientations typical of reading teachers (phonics, skills, and whole language) and provides examples of typical instructional techniques of each. It next describes an observation instrument designed to help determine the theoretical orientation of a reading teacher. A copy of the instrument is appended. (FL)

ED 198 497 CS 005 898

Rumelhart, David E.

**Understanding Understanding. Technical Report, December 1978 through December 1980.**

California Univ., San Diego. Center for Human Information Processing.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—CHIP-100; ONR-TR-8101

Pub Date—Jan 81

Contract—N00014-79-C-0323

Grant—NSF-BNS-76-15024

Note—39p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Cognitive Processes, Critical Reading, \*Hypothesis Testing, Psychological Studies, \*Reading Comprehension, \*Reading Processes, \*Reading Research, Story Reading

Identifiers—Schemata, \*Schema Theory  
The schema theory of comprehension as it relates to understanding while reading is reviewed in this report. Several techniques for the study of on-line measurement of comprehension are described that are based on a series of ten stories, each with two versions. The report notes that when subjects were asked to generate interpretations of stories while reading a story line-by-line, they hypothesized about the possible contents of the story and evaluated those hypotheses against the sentences as they read; if they found the new information confirmatory they maintained and further elaborated their hypotheses; and if they found the new information disconfirmatory they eliminated the hypotheses and constructed another consistent with the data. Also, the report notes that reading time measurements conducted on-line appeared to confirm the theory-generating view. The report concludes (1) that in order to understand the comprehension process a detailed description of the schemata that readers have available as well as an account of the conditions under which certain of these schemata are activated is needed, since there is a tremendous amount of knowledge brought to bear on even the simplest story comprehension task, and (2) that the process of comprehension is very much like the process of constructing a theory. (MKM)

ED 198 498 CS 005 899

Stolle, Joanne B. Smith, Shirley C.

**Performance-Related Enabling Skills Training (PREST) Project. Final Report.**

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Department of the Navy, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Pub Date—30 Sep 80

Contract—400-79-0029

Note—177p; Parts of the appendix may not be legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Curriculum Development, \*Functional Reading, Military Personnel, Program Descriptions, Reading Skills, \*Remedial Programs, \*Remedial Reading

Identifiers—\*Navy, \*Performance Related Enabling Skills Training Proj

This final report details the computer-based Performance-Related Enabling Skills Training (PREST) Project, designed to meet the United States Navy's need to develop an efficient and effective

means of increasing the reading skills of Navy recruits with minimal loss of training time and minimal diversion of military personnel. The report is divided into several sections, with the first two describing the Navy's need for remedial reading instruction for its recruits and outlining the existing remedial reading program and its problems. The next two sections of the report give the step-by-step process of developing the PREST curriculum, and are followed by an evaluation and discussion of the project and recommendations for the future of the program. The major portion of the document consists of a series of appendices that include recruit progress, study skills, and an attitude survey. (HTH)

ED 198 499 CS 005 901

Durkin, Dolores

**What is the Value of the New Interest in Reading Comprehension? Reading Education Report No. 19.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 80

Contract—400-76-0116

Note—51p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Directed Reading Activity, Discourse Analysis, Interdisciplinary Approach, Questioning Techniques, Readability, \*Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Research Needs, \*Research Utilization, Teaching Methods

Identifiers—\*Schemata, \*Schema Theory

The increased interest in reading comprehension by researchers in fields other than reading education is noted in this paper. In addition, the concerns of the new researchers in reading are described, some of the terms they are using are explained, and the implications of their findings for reading instruction are explored. The interests of researchers from fields such as linguistics, psychology, and artificial intelligence are noted in the areas of the relation of reading comprehension to schemata, the differences between spoken and written discourse and the particular difficulties inherent in written discourse, and the uses of questioning strategies. Similarities between the information provided from schema theory as it relates to background information or world knowledge and common instructional practices such as directed reading activities are noted, as is the usefulness of schema theory as it relates to story grammar in stories commonly read by beginning readers. The study of written discourse is said to provide more information on readability and to point out the need for reading teachers to know more about anaphoric devices. Finally, the paper reviews studies of questioning strategies, cautions about overgeneralizing from isolated research studies with college students, and emphasizes the need for long-term research and more research with children. (MKM)

ED 198 500 CS 005 902

Pollock, John F. Brown, Garth H.

**Observing the Effects of Reading Instruction.**

Pub Date—Aug 80

Note—22p; Paper presented at the Annual Meeting of the World Congress on Reading (8th, Manila, Philippines, August 5-7, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basal Reading, \*Beginning Reading, Childhood Attitudes, Children, \*Concept Formation, Decoding (Reading), Foreign Countries, Grade 3, Interviews, Language Experience Approach, Miscue Analysis, Primary Education, \*Reading Instruction, \*Reading Processes, \*Reading Research, Reading Skills, \*Teaching Methods, Test Validity

Identifiers—Australia

A study investigated ways of establishing links between different methods of reading instruction, children's conceptualizations of the reading process, and children's actual reading behavior. Two instruments were used to assess the relationships between the three variables: a revised version of "The Reading Miscue Inventory" and "The Reading Interview." Subjects were selected from third grade students from three schools in Melbourne, Australia, that employed separate teaching methods based on three different theoretical models of reading.

ing: (1) a decoding approach using "Words in Color," (2) a skills approach in a basal reader, and (3) a language approach using the language experience method. Although the two measures used were found to have a number of limitations, it appeared that there were certain observable differences worth investigation. Noticeable differences arose in children's retellings: children from the language based school tended to tell slightly higher retelling scores despite lower scores in other areas, and able readers from the decoding school also had high retelling scores. Interview results indicated that, except for a few children, most were unable to discuss fully their understandings of learning to read, levels of competence, or the pedagogy used. (MKM)

ED 198 501 CS 005 903

Ratliff, Gerald Lee

Reader's Theatre: The "Theatrical" Approach to Teaching Literature.

Pub Date—[80]

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Class Activities, Creative Dramatics, Higher Education, \*Literature Appreciation, \*Oral Interpretation, \*Readers Theatre, Secondary Education, Theater Arts

This document presents a rationale for using reader's theatre in the classroom. It briefly discusses some of the conventions that distinguish reader's theatre from traditional theatrical productions, including direction of voice and action to the audience, and the use of scripts. The major portion of the paper offers seven exercises on the following aspects of reader's theatre: (1) vocal variety, volume, and projection; (2) focusing action and speech offstage; (3) pantomime; (4) dramatic animation; (5) facial expressions; (6) vocal variables; and (7) observation and role models. (HTH)

ED 198 502 CS 005 904

Drotter, Molly Wilson

The Preferences of a Selected Group of Older Readers for Five Biographical Short Stories.

Pub Date—Dec 80

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, Characterization, Developmental Stages, Literature Appreciation, Middle Aged Adults, Older Adults, Reading Habits, \*Reading Interests, Reading Materials, \*Reading Research, \*Recreational Reading, Self Esteem

The reading interests of a group of older adults were examined. Subjects were 16 adults between the ages of 50 and 85 who read five stories from "Readers' Digest" short story collections and who responded to a questionnaire about their preferences for the stories, their reading habits and interests, and the appealing elements of the stories. The results of the study of preferences for the five stories showed that participants preferred happy stories with moral characters. Overall, the subjects indicated a wide variety of reading interests and a continuing interest in reading into older adulthood. Two problems indicated by the respondents were the legibility of print and the trouble they had in finding interesting things to read. In terms of Erickson's developmental theory, these subjects seemed to be in the stage of integrity versus despair, wherein they questioned whether they had had full and productive lives, whether their lives had made a difference. Reading about characters who had met with success in living and who had been rewarded for it was seemingly very appealing for this age group. (RL)

ED 198 503 CS 005 905

Gambrell, Linda B. And Others

The Effects of Induced Mental Imagery upon Comprehension: A Comparison of Written Versus Oral Presentation.

Spons Agency—Maryland Univ., College Park. Reading Center.

Pub Date—Dec 80

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, Grade 6, Intermediate Grades, \*Learning Processes, \*Listening Comprehension, \*Reading Comprehension, Reading Difficulties, \*Reading Research, Recall (Psychology), \*Visualization

Identifiers—\*Induced Mental Imagery

A study investigated the effects of induced mental imagery upon the comprehension of oral versus written discourse for above and below average readers. A secondary purpose of the study was to determine, through a follow-up interview, the students' ability to induce mental imagery. Sixty-three sixth grade students with above or below average reading ability were randomly assigned to one of two conditions—listen/read or read/listen. The students were met individually for approximately 25 minutes and each was instructed to "make pictures in your head to help you remember" under both listening and reading conditions. Immediately after listening to or reading one of two passages, the subjects responded to questions about their use of mental imagery. Following the interview, the subjects were asked to retell the passage information and respond to a cued recall test for the passage they had read. Results showed no statistically significant differences between the effects of induced mental imagery for listening and reading for either free or cued recall. The findings did support previous research conclusions suggesting that poor readers suffer from specific comprehension difficulties that do not appear to involve decoding skills. The findings were also consistent with the assumption that listening and reading comprehension depend upon the same basic process. (FL)

ED 198 504 CS 005 906

Bean, Thomas W. Bishop, Ashley

Selected Prose Characteristics of an ESL Narrative and Their Effect on Comprehension.

Pub Date—Dec 80

Note—19p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decoding (Reading), Grade 4, Intermediate Grades, Language Patterns, \*Pronouns, Psycholinguistics, \*Reading Comprehension, \*Reading Research, \*Recall (Psychology), \*Structural Analysis (Linguistics)

Identifiers—\*Antecedents

A study was conducted to explore the effect of systematically modifying story structure propositions and pronoun antecedents on monolingual, English-speaking students. The study was a replication of earlier work that had involved bilingual students. Thirty fourth-grade students were randomly assigned to one of three groups. Those in the first group read the original version of a story, those in the second group read a version that had been rewritten at the sentence level to provide explicit antecedents for 20 obscure pronouns without significantly altering the propositional density of the original, and those in the third group read a version in which trivial propositions that seemed to detract from the predictable structure had been removed. Each student read the story silently and then retold it. Following the retelling, the student was given a probed recall test designed to assess comprehension of the goal of the story as well as success in identifying obscure pronoun referents. The results showed that the students benefited from story material displaying semantic features of discourse that encourage comprehension as well as decoding ease. These features include a predictable story structure and propositions that are salient because they contribute to rather than detract from comprehension. The findings are consistent with those of the earlier study. (FL)

ED 198 505 CS 005 913

Howell, Mary R. Bell, Pat

A Language-Thinking Approach to Mathematical Problem Solving: A Staff Development Package.

Pub Date—Jan 81

Note—29p.; Paper presented at the Annual Meeting of the Mississippi Reading Association (10th, Biloxi, MS, January 30-31, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Techniques, \*Context Clues, Grade 5, Inservice Teacher Education, Intermediate Grades, Language Experience Ap-

proach, \*Language Usage, \*Logical Thinking, Mathematics, \*Mathematics Instruction, Mathematics Teachers, Problem Solving, \*Reading Skills, Staff Development, Teaching Methods

Identifiers—Piagetian Theory, \*Word Problems

Designed for fifth grade mathematics teachers, the three inservice sessions described in this booklet balance the theoretical with the practical and show teachers how to help students through the activity of writing word problems based on their own experiences. Using a total language-thinking approach to helping students read and solve word problems, the first section, entitled "Language," involves teachers in demonstration lessons with students and discussions with other teachers on the relationship between reading and mathematics, the special language of mathematics, and the growth of language through the use of language. The second session, "Thinking," contains information on Jean Piaget's three stages of thought. It emphasizes the need for teachers to focus not only on language that promotes mathematical reading ability, but also on promoting and encouraging competent problem solving skills through a conscious attempt to teach for thinking. The third session, "Computation," involves the teachers in reviewing the content of the previous two sessions, going through the steps of solving problems, and spending time with other teachers discussing their successes, failures, and questions related to reading word problems in classrooms. An evaluation form, additional ideas and activities for student-developed word problems, and a list of references are included. (RL)

ED 198 506 CS 005 914

Kierstead, Janet

Montessori and Dewey: A Comparison of Their Theory and Practice.

Pub Date—Jun 80

Note—28p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (48th, Claremont, CA, January 16-17, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Development, Comparative Analysis, \*Educational Environment, \*Educational Philosophy, \*Educational Theories, Learning Processes, \*Learning Theories

Identifiers—\*Dewey (John), \*Montessori (Maria)

Whereas Maria Montessori believes that humans are born with a divine animating spirit, John Dewey believes that no such spirit exists, and that it is society which shapes the child. Their definitions of education reflect this difference. For Montessori, education is a natural process that develops spontaneously in the human being, and formal education assists the child in this spontaneous process. For Dewey education is growth, and the continuous reconstruction of experience and formal education guides that growth in a desired direction. Both agree on some basic principles of effective education: (1) learning is not passive reception of information; (2) the child forms mental images by using things, not by being told about them; (3) much of learning is unconsciously absorbed from the environment; (4) learning is growth—actual physical change—that occurs within the individual; and (5) learning occurs through purposeful interaction with the environment. In translating theory into practice, each overemphasized his/her own point of view. Montessori overstressed the individual's skills development and delayed the problem solving experience, while Dewey concentrated on the group approach and overlooked individual needs. A synthesis of the two approaches is needed. (HOD)

ED 198 507 CS 005 915

Clark, C. H. Bean, Thomas

Improving Advance Organizer Research: Persistent Problems and Future Directions.

Pub Date—Dec 80

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advance Organizers, Literature Reviews, Reading Comprehension, Reading Processes, \*Reading Research, Recall (Psychology), \*Research Needs, \*Research Problems

Identifiers—Schemata, \*Schema Theory

The past 20 years of research into the efficacy of advance organizers has resulted in little empirical



support for their use. A primary reason for this lack of strong support is the absence of true objective descriptions and definitions of the organizers used and the concomitant poor control over their derivation and construction. This deficiency has become particularly serious in the past decade since the popularization and availability of systems designed to objectify the description of verbal information. The lack of substantively and statistically significant results is not surprising in view of these problems with the past research. Future work on the pedagogical effects of prereading organizers must utilize such available technology in the reconstruction and description of both the text(s) used and the organizers. Due to the number of variables that need to be investigated or controlled in such work (including retention interval, subject area, student ability, student grade level, organizer type, and passage organization), it may be more practical to concentrate research efforts on more direct tests of the basic theory than on one of its pedagogical implications. (Author)

ED 198 508 CS 005 916

Barron, Richard F.

**A Systematic Research Procedure, Organizers, and Overviews: An Historical Perspective.**

Pub Date—Dec 80

Note—11p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980). Marginally legible due to faint type.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advance Organizers, Elementary Secondary Education, \*Questioning Techniques, \*Reading Comprehension, \*Reading Research, \*Recall (Psychology), Research Methodology Identifiers—\*Graphic Postorganizers, \*Structured Overview

Research was conducted concerning the efficacy of advance organizers and structured overviews in aiding student recall. The research was modeled on a process described by J.R. Platt that involves refining experiments and testing alternative hypotheses. Four studies that gradually refined experimental error were conducted on the effects of advance organizers in relation to learning tasks. Three studies indicated no significant differences between students who used advance organizers and graphic structured overviews and students in control groups who were given neither type of organizer. A fourth study utilized a student-constructed graphic postorganizer condition in addition to a graphic advance organizer and control condition. Results of this study indicated that the student-constructed postorganizer condition was more effective than the other two conditions. (MKM)

ED 198 509 CS 005 917

Mountain, Lee

**A Graduate Program in Reading that Helps Students Publish.**

Pub Date—Dec 80

Note—11p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Opinion Papers (120) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Course Content, Employment Qualifications, Graduate Students, \*Graduate Study, Higher Education, \*Reading Teachers, \*Teacher Education, Teacher Employment Identifiers—\*Writing for Publication

With the "publish or perish" atmosphere of graduate study, a student without a publications list has a difficult time in the job market. Graduate programs in reading should include coursework that will help students break into print. The content of such courses at Rutgers University (New Jersey) and at the University of Houston (Texas) have led to sizable percentages of students with published articles. These courses contained four basic components: (1) a survey of publications that carry professional articles about reading, and directories listing reading journals; (2) identification of the writer's area of expertise through vita writing; (3) organization, writing, and revision of the professional article; and (4) procedures for submitting the article to educational journals, including typing format and cover letter information. Professors who care about the ability of their doctoral students to obtain employment need to develop courses that offer these components for publishing so that doctoral students will

be able to compete in the academic job market. (HTH)

ED 198 510 CS 005 919

**Independent Classroom Problem-Solving Model:**

**A Presenter's Manual for Solving Reading Problems in the Classroom.**

Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—20p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Evaluation Methods, Guides, \*Inservice Teacher Education, \*Problem Solving, \*Reading Difficulties, \*Reading Instruction, \*Reading Teachers, Skill Development, Teacher Role, \*Teacher Workshops, Training Methods

This manual is intended as a handbook for reading teachers and others who are serving as presenters in workshops designed to help classroom teachers solve student reading-related problems. Following a depiction of the Independent Classroom Problem-Solving Model, the basis of the workshops, the manual outlines each step of the model by giving participant objectives, procedures of presentation and evaluation, additional readings, and activities for use in meeting the stated objectives. It also includes a suggested agenda for workshops and a format for the workshop log, with instructions on how it should be completed. In addition, the manual contains a list of resources and copies of workshop evaluation instruments. (FL)

ED 198 511 CS 005 920

Otto, Wayne

**Organization and Administration in the Classroom for Reading.**

Pub Date—Mar 80

Note—32p; Paper presented at the Annual Meeting of the Reading Institute (38th, Philadelphia, PA, March 9-10, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Techniques, Educational History, Elementary Education, \*Grouping (Instructional Purposes), \*Individualized Reading, Management Systems, \*Reading Instruction, Reading Programs, \*Reading Research, \*Teacher Behavior, Teaching Methods

Focusing on managing reading instruction related to the range of differences in the classroom, this paper includes a historical review of managing instruction beginning with examples from the 1800s. It offers a selective review of the literature on managing reading instruction and explores the following: (1) studies of organizational plans such as homogeneous and heterogeneous grouping, various schemes for assigning students to teachers, alternatives for organizing the curriculum, and specific plans for organizing the classroom; (2) studies of classroom behaviors including management effectiveness and descriptions of classroom interactions; and (3) studies of teachers' decision making. A final section contains some conclusions and directions for further study and notes that with regard to present practice, the optimum or universally effective strategy for managing instruction has not been devised and that there may never be a universally effective scheme for all students. Shortcomings in the research on managing instruction and directions for further study are discussed. (MKM)

ED 198 512 CS 005 922

Holmes, Betty C. Roser, Nancy L.

**A Comparison of Techniques Used to Assess Readers' Prior Knowledge.**

Pub Date—Dec 80

Note—14p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Education, Knowledge Level, \*Prior Learning, \*Questioning Techniques, Reading Comprehension, \*Reading Research, Recall (Psychology), \*Test Format, Test Results, \*Test Validity

A study was conducted to compare five different techniques for determining the best means of assessing a reader's background knowledge and for dis-

covering if it is possible to elicit different amounts of information from the same subject by simply varying techniques. Subjects were 32 third through sixth grade students, divided into groups of skilled and less skilled readers. The five assessment techniques used were (1) a free recall task about snakes; (2) 55 structured probe questions developed from a list of 20 subtopics on snakes; (3) a word association task based on the list of the 20 subtopics about snakes; (4) a recognition task, based on a modified multiple choice format, about snakes; and (5) a relatively unstructured discussion of the child's first experience with snakes. Each subject met individually with the experimenter in five separate sessions. The structured questions elicited the greatest quantity of information or number of facts, followed by the recognition task, the word association task, free recall task, and the unstructured interview. The structured question condition produced both more information and more correct information than any other task. (MKM)

ED 198 513 CS 005 923

Graves, Michael F. And Others

**Skill with Polysemous Words: A Measurement of the Depth of Children's Word Knowledge.**

Pub Date—Dec 80

Note—12p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Context Clues, Difficulty Level, Elementary Education, Grade 2, Grade 4, Grade 6, \*High Achievement, \*Low Achievement, Nouns, Reading Ability, Reading Comprehension, \*Reading Research, \*Semantics, \*Vocabulary Skills, Word Recognition, Word Study Skills Identifiers—\*Polysemous Words

A study was conducted to investigate children's ability to deal with multiple meaning words in isolation and in context. Four low-ability students and four high-ability students from grades two, four, and six were shown nouns rated at the prefourth, pre-sixth, and pre-eighth grade levels, and asked to give the meaning of the words. Students received one point for each clear meaning produced for an isolated word and for each appropriate meaning of a word in context. As a group, students' scores with words in context were 50% greater than their scores with words out of context, indicating their ability to use context for comprehension. High-ability students produced 75% more correct responses than low-ability students, and the higher the grade level of the students the more correct were the responses they produced. High-ability second grade students gave 95% as many correct responses as low-ability sixth grade students, indicating that low-ability students' skill with multiple meaning words lags far behind that of high ability students, and that general skill with polysemous words increases as students progress through school. (HTH)

ED 198 514 CS 005 924

Sainz, Jo-Ann Goret, Maria

**Applying Piagetian Theory to Helping the Bilingual Child to Read in the English Language.**

Pub Date—Jan 81

Note—25p; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (11th, Los Angeles, CA, January 30-31, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Students, Cognitive Development, \*Cognitive Processes, Elementary Education, English (Second Language), Language Acquisition, \*Reading Difficulties, \*Reading Instruction, \*Reading Processes

Identifiers—\*Piagetian Theory

The focus of this paper is on how bilingual children may benefit through a reading method that allows them opportunities to perceive and conceptualize aspects of the English language using a Piagetian model. The paper presents the analysis and prevention methods used for correcting difficulties encountered by bilingual students, and argues that traditional methods of word attack violate the principles of accommodation and assimilation by ignoring the fact that the bilingual child does not have an equivalent for many sounds of the English language. The paper then examines how the application of

Piagetian principles in the teaching of reading can contribute to an atmosphere in which the child is nurtured and motivated. In conclusion, the paper suggests that it would be better to place bilingual children in a well-organized program that provides many opportunities to experience positive interactions of cognitive function and language development. (FL)

**ED 198 515** CS 005 925

James, Sybil L.

**Multilingualism and Educational Development:**

(The Fate of the Child in a Developing Country).

Pub Date—81

Note—24p.; Paper presented at the Meeting of the World Congress of the World Council for Curriculum Instruction Development Academy of the Philippines (December 1980-January 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Beginning Reading, Bilingualism, Bilingual Students, \*Developing Nations, Foreign Countries, \*Literacy, \*Multilingualism, Primary Education, \*Reading Achievement, Reading Instruction, Reading Materials, \*Second Language Instruction, Sociolinguistics, Teaching Methods

Identifiers—Africa (Sub Sahara), \*Nigeria  
Noting that reading development is a crucial factor in breaking down social, intellectual, and political barriers, this paper uses Nigeria as an example of a developing multilingual country in order to examine the problems and challenges that learners and educators in multilingual societies face. The discussion is focused on children at the primary school level who use one or two languages at home and in the community and have to learn and use another at school. Information is provided on (1) multilingualism in Sub-Sahara Africa, (2) reading development and multilingualism, (3) practice and problems in reading development in Nigeria, and (4) implications for global development. The paper notes the need for more printed material in all languages of the region—the indigenous languages as well as the official language. (MKM)

**ED 198 516** CS 005 926

Anderson, Jonathan

**New Miscue Analysis: A Tool for Comprehending**

Reading.

Pub Date—Aug 80

Note—13p.; Paper presented at the Annual Meeting of the World Congress on Reading (8th, Manila, Philippines, August 5-7, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cloze Procedure, Context Clues, \*Diagnostic Teaching, Difficulty Level, Elementary Secondary Education, \*Miscue Analysis, Oral Reading, \*Reading Improvement, Reading Instruction, \*Reading Processes, \*Reading Research

New miscue analysis, which combines characteristics of cloze procedure with traditional miscue analysis, seems to overcome some of the limitations encountered in the traditional method. In new miscue analysis, subjects read selections below and at their level of reading ability and are not agitated by being asked to read material that is too difficult. The technique also offers a means of discriminating at all points along the reading ability continuum, from young to adult readers. Preliminary research on new miscue analysis shows that it generates more responses for analysis per number of words read than does miscue analysis. By retaining all the features of miscue analysis, the new technique provides a similar "window on the reading process" as before—that is, it still provides classroom teachers with qualitatively useful information—while offering a means of calculating an index of reading progress. (RL)

**ED 198 517** CS 206 040

**Curriculum Commission Report: Yearbook's Place in the Curriculum.**

Journalism Education Association.

Pub Date—[80]

Note—13p.

Available from—Journalism Education Association, Box 99, Blue Springs, MO 64015 (\$1.50).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Course Descriptions, \*Course Organization, \*Faculty Advisers, Grading, Guidelines, \*Journalism Education, \*Layout (Publications), Salesmanship, School Publications, Secondary

Education, \*Student Publications, \*Yearbooks

Noting that the students participating on a typical yearbook staff must develop their expertise in such areas as writing, art and design, leadership, business, and group dynamics in a highly realistic job-oriented situation, this paper suggests that yearbook production should be an accredited course in the high school curriculum, with an experienced full time adviser. The paper contains a series of outlines on yearbook production that provide the following information for a new yearbook adviser: (1) a course description for a yearbook journalism class; (2) guidelines on yearbook layout and styles, theme development, caption writing, and sports coverage; (3) suggestions for grading the yearbook staff; (4) methods for indexing the yearbook; and (5) information on sales and developing salesmanship. (HTH)

**ED 198 518** CS 206 065

Day, Mildred L.

**Strategies for Teaching the Non-Traditional Student.**

Pub Date—Nov 80

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Learning, Adult Students, \*Course Organization, Higher Education, \*Individualized Instruction, Learning Processes, \*Nontraditional Students, Teaching Methods, Writing (Composition), \*Writing Instruction

The increase in adult college students who have been away from formal education for several years and who are seeking degrees to match the status level they have achieved in business requires a specially organized composition course. Two strategies will keep the course organization and content professional, yet meet individual students' needs in grammar and mechanics without frustration or embarrassment. The first strategy is the use of the syllabus as an advance organizer, allowing mature control of study time and flexibility for making up work from unavoidable absences. The second involves an analysis of the course and incorporates eight levels of learning. Level one, signal learning, deals with adults' conditioned responses to school in general and composition in particular. The second level, stimulus/response learning, is positive reinforcement for adult writing efforts. The third and fourth levels are chaining, a sequence of learned responses often no longer contiguous in older students. The fifth level, multiple discrimination learning, deals with varying approaches to organizing ideas, while the sixth, concept discrimination, stresses concept similarities such as metaphors and analogies. The acquisition of structure rules in writing level comprises the seventh level, and the eighth level, problem solving, involves knowing the rules so well that one knows when to break them. Use of these strategies can help the composition teacher become more sensitive to the needs of adult students. (HTH)

**ED 198 519** CS 206 075

Diamond, C. T. Patrick

**The Headwaters: English Teachers' Constructs of Teaching Writing.**

Pub Date—May 79

Note—19p.; Not available in paper copy due to marginal legibility of original document. Paper presented at International Conference "Learning to Write" (Ottawa, Canada, May, 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Constructed Response, Educational Research, English Instruction, Questionnaires, Secondary Education, \*Teacher Attitudes, \*Teacher Characteristics, Teacher Role, \*Writing Instruction, \*Writing Research

Twenty constructs about writing instruction were identified in a study during which 93 teachers responded to and free-sorted 80 statements about the teaching of writing. A latent partition analysis was applied in order to summarize the data and to make apparent the major similarities in all the teachers' categorizations. Some of the identified constructs are: (1) ideal teachers of writing are interested in their students as people and respect their individuality; (2) learning to write is a conscious mechanical skill acquired in a progressive sequence with the

teacher dispensing the precepts governing writing and the students learning by drill; (3) what the teacher of writing needs, when marking, is to be a good audience, a receptive and encouraging reader rather than a judge; (4) that the most serious faults in student writing involve confused expressions or hazy ideas rather than just mechanical errors; (5) writing is dependent upon speech; (6) neither the use of models and samples of good writing nor the preteaching of rhetoric may help students to recognize and solve their own writing problems; and (7) students need to be helped to write for a variety of needs and purposes. (HOD)

**ED 198 520** CS 206 093

Watts, John

**English in an Integrated Curriculum-Practice at Countesthorpe College, Leicestershire.**

Pub Date—Aug 80

Note—13p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (3rd, Sydney, Australia, August 17-22, 1980).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Organization, \*Curriculum Design, \*Educational Innovation, English Departments, \*English Instruction, Foreign Countries, \*Integrated Curriculum, \*Language Role, Language Usage, Program Descriptions, School Organization, Secondary Education, \*Student Centered Curriculum, Student Responsibility, Student Teacher Relationship, Teacher Role, Team Teaching

Identifiers—\*England

This paper describes a student centered, integrated curriculum that was developed at an English comprehensive school for 14- to 18-year-old students and shows how English was taught within this curriculum. Sections of the paper discuss (1) the historical roots of the problem of curriculum organization that the school faced; (2) the organizational solution that was used—constructing a series of sub-schools based on student self-selection, depending on team teaching, and using teachers as tutors; (3) the epistemological solution, which points out how the team teaching concept and the organization of the curriculum gave the learner the control and responsibility for language development; (4) the role of English in this curricular scheme; (5) the problems for English instruction that existed in this integrated curriculum; and (6) the safeguards that can be used to ensure proper attention to language development and adequate English instruction in curriculum designs like the one described. (RL)

**ED 198 521** CS 206 098

Powell, William R. Bolduc, Elroy J.

**Indicators for Learning and Teacher Competencies in the Basic Skills: Speaking, Writing, Spelling, Handwriting, Research Bulletin, Volume 13,**

Number 2, Fall 1979.

Florida Educational Research and Development Council, Inc., Ft. Myers.

Pub Date—79

Note—57p.

Available from—Florida Educational Research and Development Council, Inc., 2266 Second St., Ft. Myers, FL 33901 (\$2.00).

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Basic Skills, Classroom Environment, Elementary Secondary Education, Handwriting Skills, \*Language Arts, Listening Skills, Predictor Variables, Speech Skills, Spelling, \*Teacher Characteristics, \*Teacher Effectiveness, \*Teaching Conditions, \*Teaching Skills

Identifiers—\*Teacher Competencies

This report identifies the school variables (facilities, materials, equipment, class size, time, and scheduling) and teacher competencies that contribute to achievement in the basic skills. Gleaned from a literature review, the opinions of experts, research data, and identified student outcomes, the materials that accomplish the two goals are organized in sections devoted to school settings (school, class, program, teacher, and pupil characteristics and out-of-school conditions related to learning) and the basic skills areas of speaking, listening, writing, spelling, and handwriting. Each section focuses on a language arts area and contains a discussion of teaching competencies, a table of cognitive-based and performance-based criterion indicators of teacher effectiveness, and a list of references. (RL)

## ED 198 522 CS 206 100

Eveslage, Thomas

Bridging the Gap between Awareness of and Compliance with the Law: A Challenge to Journalism Educators.

Pub Date—Jan 80

Note—13p.; Paper presented at the Midwinter Meeting of the Association for Education in Journalism (Madison, WI, January 4-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Censorship, \*Court Litigation, Faculty Advisers, Federal Courts, High Schools, Journalism, Journalism Education, Principals, Research, \*School Surveys, \*Student Publications, \*Student Rights, \*Teacher Attitudes

Federal courts of appeals have generally held that high school officials may exercise prior restraint regarding student publications if constitutionally sound procedural safeguards are available. A study synthesized what the lower courts have said about prior restraint and examined how those affected by the rulings have responded. The intent was to identify factors related to levels of awareness and compliance or noncompliance by the affected school personnel. A telephone survey was made of 152 public school principals and newspaper advisers in two federal judicial districts. The two districts were chosen because they had issued contrasting decisions in high school prior restraint cases. The results failed to support the belief that different positions by the federal courts of appeals account for statistically significant differences in the awareness and non-compliance of principals and advisers. No significant difference was found between the means of principals' and advisers' awareness scores. Awareness was also found to be an unreliable indicator of noncompliance or restraint, especially among principals. Advisers were found to have higher awareness scores if they attended professional meetings at which student rights were discussed and knew of another school with censorship problems. Restraint was more apparent among advisers and principals with no journalism training. (FL)

## ED 198 523 CS 206 101

Manzo, Anthony V.

The Language Shaping Paradigm (LSP) for Improving Language, Comprehension, and Thought.

Pub Date—[79]

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Classroom Techniques, English (Second Language), Higher Education, \*Language Experience Approach, Reading Instruction, \*Remedial Reading, Secondary Education, \*Student Developed Materials, Student Motivation, Vocational Education, \*Writing Exercises, \*Writing Instruction

Identifiers—\*Language Shaping Paradigm

The Language Shaping Paradigm (LSP) is designed to help improve student language and comprehension by evoking a sample of language and aiding students in a critical review of their personal patterns of language, comprehension, and thought. The basic teaching strategy is built upon having students read essays written or dictated by classmates. Each time the method is used a student's essay is treated as an important work, edited, and reproduced with accompanying exercises designed to improve reading comprehension, language usage, and creative writing. The lesson format provides several benefits: the writing samples represent the levels of interest and language sophistication of the class, students read with more interest when they know the writer, students seem to write carefully for this exercise, and those who read and edit the writing of others may benefit from social-emotional bonds. The Language Shaping Paradigm method appears to relieve certain inhibitions to language production and review and provides a purpose for writing. The LSP is especially useful with adults at the basic education level, with students in vocational training programs, with students for whom English is a second language, and for students with reading problems. (A step-by-step procedure list and sample student exercises are included.) (MKM)

## ED 198 524 CS 206 102

Milligan, Janice

Using the Composing Process and Positive Reinforcement to Teach College Basic Students to Write.

Pub Date—Dec 80

Note—53p.; M. Ed. Thesis, State University of New York College at Brockport.

Pub Type—Dissertations/Theses - Masters Theses (042) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College English, College Freshmen, \*Course Organization, \*Developmental Studies Programs, Higher Education, \*Positive Reinforcement, Remedial Programs, \*Teacher Behavior, \*Teaching Methods, \*Writing Instruction, Writing Processes, Writing Skills

Identifiers—\*Writing Apprehension

Following a literature review on the subjects of the decline in student writing abilities and increased student writing apprehension, this paper offers teachers information on a basic writing program that reduces writing anxiety and improves writing skills through large doses of positive reinforcement. The second section of the paper discusses the major goals of a course for basic writers and synthesizes a teaching strategy for writing instruction based on the theories and practices of experts in the field of basic writing, including James Moffett, Mina Shaughnessy, Peter Elbow, Janet Emig, and James Britton. Subsequent sections of the paper list ten course aims for the basic writing teacher to follow (including developing a rapport with the students, avoiding academic speech and educational jargon, giving immediate and frequent positive feedback, avoiding the use of deadlines, and depending on oral exercises to stimulate ideas for writing), an outline of a teaching method to be used in basic writing courses, and copies of questionnaires that assess student writing attitudes, writing anxiety or apprehension, and writer's perception. (RL)

## ED 198 525 CS 206 103

Ratiff, Gerald Lee

Piaget and Language Arts: The Role of "Creative Thinking" in the Experimental Classroom.

Spons Agency—Montclair State Coll., Upper Montclair, N.J.

Pub Date—79

Note—16p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Development, Child Language, Class Activities, Communication Skills, \*Creative Thinking, \*Creativity, \*Educational Games, Elementary Education, \*Language Acquisition, \*Language Arts, Language Usage, Play

Identifiers—\*Piagetian Theory

Isolated examples of creative adaptation show that Jean Piaget's theories of childhood development provide the conscientious teacher with a veritable warehouse of innovative and thought-provoking principles with which to construct a meaningful foundation of language arts experimentation. The elementary Piagetian principles for evoking creativity and fostering creative thinking in the language arts classroom appear to revolve around the use of "structured" games, such as those exploring a child's understanding of space, time, and causality. Other structured games that might be useful in language arts experimentation include activities that promote spontaneous actions performed on selected objects and exercises that associate "egocentric speech" with the development of basic verbal communication skills. What is needed is more exploration incorporating Piaget's theories into classroom games and more translation of theoretical Piagetian pronouncements into learning situations that encourage creative thinking. (RL)

## ED 198 526 CS 206 104

McKeag, Robert A.

How Do Employers View Writing Skills?

Pub Date—[78]

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, \*Employers, High Schools, \*Job Skills, \*Occupational Information, Punctuation, Spelling, \*Surveys, Vocabulary, Writing (Composition), Writing Instruction, \*Writing Skills

Because of recent public demand that English teachers teach students basic writing skills to pre-

pare them for employment, a study was conducted in Oshkosh, Wisconsin, to determine what kinds of writing skills employers require of their workers. One hundred and sixty-four employers of the Association of Manufacturers and Commerce were sent a listing of 27 writing skills and were asked to check whether "some," "much," or "little" competency was desired in each skill area. The skill areas fell into three categories: composition, punctuation, and word usage. The results indicated a great deal of demand for writing skills in the composition area, although footnoting, writing from an outline, outlining, and rewriting were not highly desired skills. Employers seemed to agree that punctuation skills were also desirable. The word usage category included spelling and vocabulary, and employers wanted "much" competency in this area as well. Overall the results indicated that writing skills are important for getting and keeping a job. (HTH)

## ED 198 527 CS 206 105

Thompson, Merle O'Rourke

Writing Anxiety and Discrimination in Freshman Composition.

Pub Date—Feb 80

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two Year College (15th, Birmingham, AL, February 21-23, 1980). Some pages may not reproduce clearly.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, College English, College Freshmen, Higher Education, \*Student Evaluation, \*Teacher Attitudes, \*Writing (Composition), \*Writing Instruction

Identifiers—\*Writing Apprehension, \*Writing Evaluation

Research has shown that freshman composition teachers often discriminate against students by giving better grades to longer papers or to papers that are clean and legible. Studies have also shown that teachers consider females to be more capable at verbal skills and to have neater handwriting. Since teachers expect low writing anxiety in females and high writing anxiety in males, they tend to downgrade high-anxiety females and low-anxiety males. There are several ways teachers can identify students with writing anxiety to eliminate possible discrimination. If a student's papers are nonexistent or always tardy, this may indicate writing anxiety caused by lifestyles of procrastination or perfectionism. The student whose paper is short but fairly good mechanically may have an aesthetic fear of the blank page or difficulty getting an essay started. A short paper with poor mechanics might have been written by a student with a lack of basic skills, which can be improved through remedial instruction. A student with no writing anxiety may produce a hastily written first draft, but realistic grading will create an anxiety level sufficient for better writing. A paper that is long and neat, but does not communicate might indicate a fear of structure and ordering of thoughts, a fear that can be reduced by a better understanding of the writing process. (HTH)

## ED 198 528 CS 206 106

Options in Education, Program Nos. 266-267.

"College Writing," Parts I & II.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Pub Date—80

Note—27p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Creative Works (030)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College English, College Students, Higher Education, Scripts, \*Technical Writing, \*Writing Instruction, \*Writing Skills

The perceived problems of college students' writing and possible ways to improve college writing instruction are the topics of these radio transcripts. In the first script, parents, teachers, and students comment on the state of writing in college. Professionals are interviewed who comment on the difference between oral and written English, the emphasis on clarity, the need for revision, computer analysis of writing as a way to analyze papers, and new ways to teach sentence parts. The second transcript focuses on the value of writing in the world of work. Emphasis is given to discussing technical



writing required of engineers and business people and the merits of technical writing classes versus classes emphasizing the humanities. (MKM)

**ED 198 529** CS 206 109

Anderson, Pamela L.

**Cohesion as an Index for Written and Oral Composition of ESL Learners.**

Pub Date—Nov 80

Note—15p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (22nd, Minneapolis, MN, November 6-8, 1980). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Students, Applied Linguistics, \*Discourse Analysis, \*English (Second Language), Evaluation Methods, Higher Education, \*Language Proficiency, \*Language Research, Language Skills, \*Second Language Learning, Student Evaluation, \*Verbal Communication, Writing Research

Identifiers—\*Cohesion (Written Composition), Holistic Scoring

To determine the usefulness of cohesion frequency analysis in differentiating proficiency in the oral and written composition of English as a second language (ESL) learners, 22 adult learners of ESL were asked to write and tell a story. After transcription, the data were analyzed by holistic evaluation, cohesion form and frequency count, and error analysis of cohesive elements used. Analysis showed all five forms of cohesion (reference, substitution, ellipsis, conjunction, and lexical) were used, although each subject did not necessarily use all forms. From a statistical perspective, cohesion frequency analysis of the five separate forms related inconsistently with the holistic evaluation results and only once with the teaching of English as foreign language scores. Total cohesion frequency related to neither regardless of mode. Cohesion analysis on a frequency basis produced little usable information. However, if frequency and quality of the cohesive devices used could be measured, it is probable that applied linguists could learn more about how ESL learners acquire and use intersentence connectors. (HOD)

**ED 198 530** CS 206 110

Horodowich, Peggy Maki

**Developing Stylistic Awareness on the Computer:**

**A Tagmemic Approach.**

Pub Date—Nov 79

Note—9p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianapolis, IN, November 8-10, 1979).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College English, \*Computer Assisted Instruction, \*Computer Programs, Higher Education, \*Literary Styles, Tagmemic Analysis, \*Writing Exercises, \*Writing Instruction, Writing Processes, \*Writing Skills

The format of the Instruction Dialogue Author Facility (IDAF) computer program has been applied to teaching clause analysis in college writing classes. The IDAF program exercises a great deal of control over a writing student's progression through lessons. Each of the writing lessons consists of one or more exchanges between the instructor and the student. The IDAF program also stores statistics on individual lessons and permits instructors to revise lessons or to append materials for students with special needs. The format of the lessons is clause analysis, reflecting theory and practice related to tagmemic analysis. To encourage the composition process on the computer, students are asked to make use of subordinators to create complex and compound-complex sentences. Through this clause analysis approach to writing, students understand the options they have in creating their writing styles, options ranging from the centrality of the verb to the structure of information in cumulative or periodic sentence structures. Further, these students begin to see how to expand informational content by yoking closely related thoughts together by adding words or clauses that modify, explain, describe, or add details to propositions. (Appendixes provide examples from the lessons in the program.) (RL)

**ED 198 531**

Rothschild, Jeffrey

**Writing Our Wrongs.**

Pub Date—[79]

Note—14p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audiences, Higher Education, \*Problems, Secondary Education, \*Writing (Composition), \*Writing Instruction, \*Writing Processes

Identifiers—\*Writing Evaluation

In writing, as with tools, form must always follow function. From this perspective there can be no "good" writing, only effective writing. Unfortunately, in most instructional situations the function of communicating to an audience is often neglected. Most so-called poor writing falls into the category of writer-based prose. Once student writing is viewed as such rather than as a set of seemingly random or mindless errors, it is easier to understand the problems students encounter in the writing process. What may seem to be unclear sentences or poor writing may in fact be very clear and understandable to the writer. Other structures may communicate effectively in speech but not in writing, where the intonation patterns are different. These kinds of errors do not contradict rules of "good writing" but they do interfere with communication, and that interference can only be evaluated with regard to who the intended reader is. This kind of evaluation is a much more pragmatic method by which to demonstrate to students why certain passages of their compositions succeed at communicating while others fail, without fostering writing anxiety or insecurity that comes from constant use of value judgments. (HTH)

**ED 198 532** CS 206 112

Language Arts Program Guide, K-12.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-78-6814

Pub Date—Dec 78

Note—43p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Behavioral Objectives, Elementary Secondary Education, \*English Curriculum, \*Language Arts, Literature, \*Program Content, Program Development, Program Implementation, Reading Instruction, Speech Communication, State Curriculum Guides, Writing Instruction

Identifiers—\*Hawaii

Intended for use by administrators, teachers, and district and state personnel, this guide provides a framework for Hawaii's kindergarten through grade 12 language arts program. Various sections of the guide contain (1) a statement of beliefs concerning the nature of language and learning, the student, and the school climate; (2) program goals and objectives, including learner outcomes and performance expectations in oral communication, reading, writing, language study, and literature for grades three, six, eight, ten, and twelve; (3) a discussion of the scholarly developments in all disciplines involved with the study of language and language use; (4) a discussion of what aspects of each area of emphasis (oral communication, reading, writing, literature, and language study) should be taught at the elementary, upper elementary, intermediate, and high school levels; and (5) a discussion of program development and implementation. (HOD)

**ED 198 533**

Gray, Stephanie Keech, Catharine

**Writing From Given Information. Collaborative Research Study No. 3.**

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—84p.; Prepared through Bay Area Writing Project.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 (\$3.00 postage and handling).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143) — Books (010)

CS 206 111

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Comparative Analysis, Descriptive Writing, \*Expository Writing, Grade 9, Grade 11, Secondary Education, Teaching Methods, \*Writing Instruction, \*Writing Research, Writing Skills

Identifiers—\*Bay Area Writing Project, \*Writing across the Curriculum

An approach to teaching expository writing and research in support of that approach are presented in this book. The first section of the book discusses writing from given information, a technique by which teachers give students collections of nonverbal data (charts, graphs, maps, and other pictorial information) that the students must organize in written assignments. This section contains a rationale for using the approach, examples of assignments using the approach, ways to organize assignments so that stylistic strategies can be emphasized, classroom use of writing from given information, and suggestions for creating packets of given information appropriate for particular students. The second section of the book reports on two research studies comparing groups of ninth and eleventh grade students who were taught either with or without packets of given information. This section contains discussions of the research design, the methodology used, and the results. The research section concludes with the observation that, although there were mixed results from the studies, writing from given information in a teaching method can have a positive effect on student writing ability and can add to a good teacher's storehouse of resources. (Appendixes contain samples of student writing from the research projects.) (RL)

**ED 198 534** CS 206 114

Woodworth, Patrick Keech, Catharine

**The Write Occasion. Collaborative Research Study**

No. 1.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—78p.; Prepared by the Bay Area Writing Project.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 (\$3.00 postage and handling).

Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Assignments, Class Activities, Educational Research, English Instruction, High Schools, Motivation Techniques, Secondary Education, \*Student Motivation, \*Writing Exercises, \*Writing Instruction, \*Writing Research

Identifiers—\*Audience Awareness, \*Bay Area Writing Project

Produced as part of a collaborative research project in which classroom teachers teamed with university-based research assistants to explore questions raised by the teachers in the course of their work with students, this monograph deals with the issue of "occasion." Following a review of theory and research about aspects of occasion that seem to affect student performance, the second section of the monograph describes a particular writing experience that produced outstanding writing and offers insights into reasons for the assignment's success. It also offers writing samples produced by students at different levels of ability and motivation. The third section of the monograph reports on a research project undertaken to discover whether performance on a writing test could be improved by specifying the audience and how a test occasion might be affected by different audience conditions. The fourth section compares the test writing that students did for the research project with the writing they had completed for their English class during the year. It also looks at the question of how a "sense of occasion" might influence performance and how teachers might best create good writing occasions. Appendixes include samples of student writing, three versions of a writing topic, and sample test papers showing holistic scores and analytic ratings. (HOD)

ED 198 535

CS 206 115

Myers, Miles

A Model for the Composing Process. Occasional

Paper No. 3.

California Univ., Berkeley. School of Education.  
Spons Agency—Carnegie Corp. of New York,  
N.Y.; National Endowment for the Humanities  
(NFAH), Washington, D.C.

Pub Date—80

Note—62p.

Available from—Publications Department, Bay  
Area Writing Project, 5635 Tolman Hall, Univer-  
sity of California, Berkeley, CA 94720 (\$2.00  
postage and handling).

Pub Type—Information Analyses (070) — Books  
(010)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Discourse  
Analysis, Educational Theories, \*Models, Re-  
search Methodology, \*Writing Instruction,  
\*Writing Processes, \*Writing Research  
Identifiers—Audience Awareness, Bay Area Writing  
Project, National Writing Project, Prewriting  
A synthesis of three different writing theories into  
one model for the writing process is given in this  
report and evidence is provided for various parts of  
the model from studies using different methods of  
investigation. The model developed contains three  
phases: (1) processing or whiting as discovery, in-  
cluding: proportioning, subchunking, and  
categorizing; (2) distancing or writing as the estab-  
lishment of interpersonal relationships including  
task, subject, and audience; and (3) modelling or  
writing as the making of texts including genre, time-  
frame, and discourse organization. Evidence for the  
validity of the model is provided from studies using  
three different methods of investigation—rational-  
ism, postivism and contextualism—and six ap-  
proaches to teaching composition—genre, subject,  
situation, sentence, problem solving, and cosmetic.  
The report concludes that the model satisfies some  
of the pragmatic requirements of an educational  
theory: it has implications for instruction, it pro-  
vides a basis for weighing research methodologies,  
and it synthesizes research findings from many dif-  
ferent fields. The appendix includes the steps of the  
model with examples of research and classroom  
practice correlated. (MKM)

ED 198 536

CS 206 116

Elgin, Suzanne Haden

Never Mind the Trees: What an English Teacher  
Really Needs to Know about Linguistics. Occa-  
sional Paper No. 2.

California Univ., Berkeley. School of Education.  
Spons Agency—Carnegie Corp. of New York,  
N.Y.; National Endowment for the Humanities  
(NFAH), Washington, D.C.

Pub Date—80

Note—18p.

Available from—Publications Department, Bay  
Area Writing Project, 5635 Tolman Hall, Univer-  
sity of California, Berkeley, CA 94720 (\$2.00  
postage and handling).

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Diachronic Linguistics, Dialects, Ele-  
mentary Secondary Education, Grammar, Higher  
Education, \*Language Acquisition, Language  
Styles, \*Language Usage, Language Variation,  
\*Linguistics, Linguistic Theory, \*Teacher Re-  
sponsibility, Teacher Role

Identifiers—\*Bay Area Writing Project, \*National  
Writing Project

There are several things that English teachers at  
all educational levels need to know about linguistics.  
They must know, for example, that the terms  
"grammar," "dialect," and "register" have special  
meanings for the linguist. In addition, they must  
know the following: (1) regardless of language, a  
normal child will begin to speak at about 18 months  
and will have the grammar of the language mastered  
by about five and one half years; (2) all languages  
have noun-like and verb-like elements and there is  
no language that lacks the mechanisms of grammar;  
(3) a knowledge of linguistics provides a description  
of how English grammar works; (4) scientific tech-  
niques can be used to analyze a body of linguistic  
behaviors; (5) the history of the English language  
can provide answers to questions about language  
usage; (6) reading works perceptually and cogni-  
tively; (7) by the age of six years, children are  
equipped to perform inductive analysis of language;  
(8) language can be used to manipulate people; (9)  
linguistics is the most basic of all subjects; and (10)  
teachers should turn to linguists when they have a

language problem in their classrooms. (FL)

ED 198 537

CS 206 117

Johnson, Sabina Thorne

Inventio or Discovery: Some Reflections on Pre-  
writing. National Writing Project Occasional  
Paper No. 1.

California Univ., Berkeley. School of Education.  
Spons Agency—Carnegie Corp. of New York,  
N.Y.; National Endowment for the Humanities  
(NFAH), Washington, D.C.

Pub Date—80

Note—22p.

Available from—Publications Department, Bay  
Area Writing Project, 5635 Tolman Hall, Univer-  
sity of California, Berkeley, CA 94720 (\$2.00  
postage and handling).

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College English, \*Creativity, \*Dis-  
covery Processes, Higher Education, Rhetoric,  
Teaching Methods, \*Writing (Composition),  
Writing Instruction, \*Writing Processes  
Identifiers—\*Invention (Rhetorical), National  
Writing Project, \*Prewriting

Prewriting involves the entire period of time (and  
necessary activities) which extends between know-  
ing that one is going to write on something and  
knowing that one has found something specific and  
substantial to say about it. In classical rhetoric, pre-  
writing is expressed by such terms as "inventio"  
(whereby the writer discovers ideas to write about)  
and "topoi" (the general probes or a series of ques-  
tions one might ask about a subject in order to dis-  
cover things to say about that subject). An in-  
tellectual approach to prewriting depends upon a  
formal set of questions, the equivalent of classical  
topoi. The intuitional approach, on the other hand,  
seeks to generate ideas by forcing the writer to  
dredge up from the subconscious the impression of  
the material that is stored there. There is some con-  
fusion of whether prewriting processes should be  
linear or a-linear, sequential of simultaneous, meth-  
odically imposed or organically generated. Propo-  
nents of the intellectual approach would make the  
first choice in each instance. However, there is no  
real order for creativity—it just happens. Teachers of  
writing can and should come to understand a great  
deal about composing through careful observation,  
introspection, contemplation, and reflection. For  
what teachers of writing need, but have not had, is  
a reservoir of wisdom and sophistication about writ-  
ing upon which to draw. (HOD)

ED 198 538

CS 206 118

Rico, Gabriele Lusser Claggett, Mary Frances

Balancing the Hemispheres: Brain Research and  
the Teaching of Writing. Curriculum Publication  
No. 14.

California Univ., Berkeley. School of Education.  
Spons Agency—Carnegie Corp. of New York,  
N.Y.; National Endowment for the Humanities  
(NFAH), Washington, D.C.

Pub Date—80

Note—89p.; Prepared by Bay Area Writing Project.

Available from—Publications Department, Bay  
Area Writing Project, 5635 Tolman Hall, Univer-  
sity of California, Berkeley, CA 94720 (\$3.00  
postage and handling).

Pub Type—Books (010) — Information Analyses  
(070) — Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Cerebral Dominance, \*Cognitive  
Processes, Elementary Secondary Education,  
Logical Thinking, Research Utilization, Teaching  
Methods, Writing Exercises, \*Writing Instruc-  
tion, \*Writing Processes

Identifiers—\*Bay Area Writing Project, Intuition  
Taking a cautious view of research into the work-  
ings of the brain, this booklet suggests that such  
research has merely given validity to a truth good  
teachers have always known: all people have two  
ways of thinking, a linear, logical way, and a spatial,  
intuitive way. It also suggests that faced with cries  
for "basics" in education, it should be remembered  
that nothing is more basic than thinking and that in  
a balanced curriculum, both kinds of thinking de-  
serve a place. Noting that instruction in linear, logi-  
cal thinking has long dominated the way writing is  
taught, the booklet provides a number of activities  
that involve students in the other kind of thinking  
as they compose. It argues that such activities can  
enrich instruction and help teachers reach students  
who do not respond with enthusiasm to the gram-  
mar lesson, the outline, or the five-paragraph theme.  
Appendix contains models for constructing frame-

works for the writing curriculum and student writ-  
ing samples. (FL)

ED 198 539

CS 206 119

Caplan, Rebekah Keech, Catharine

Showing-Writing: A Training Program to Help  
Students Be Specific. Collaborative Research  
Study No. 2.

California Univ., Berkeley. School of Education.  
Spons Agency—Carnegie Corp. of New York,  
N.Y.; National Endowment for the Humanities  
(NFAH), Washington, D.C.

Pub Date—80

Note—150p.; Prepared through Bay Area Writing  
Project.

Available from—Publications Department, Bay  
Area Writing Project, 5635 Tolman Hall, Univer-  
sity of California, Berkeley, CA 94720 (\$3.00  
postage and handling).

Pub Type—Books (010) — Reports — Descriptive  
(141) — Reports — Research (143)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—High Schools, Program Descriptions,  
\*Sequential Learning, \*Skill Development, Student  
Writing Models, Teaching Methods, Train-  
ing, \*Writing Exercises, \*Writing Instruction,  
Writing Processes, \*Writing Research, Writing  
Skills

Identifiers—\*Bay Area Writing Project

A training program designed to teach high school  
students to be specific in their writing is described  
in this booklet. The first section of the booklet ex-  
plains the three stages of the program: (1) daily  
practice in translating a "telling" sentence into a  
"showing" paragraph; (2) application of "showing"  
writing to the editing and revision process; and (3)  
the study of particular techniques to improve  
specificity. The second section of the booklet de-  
scribes a study conducted to test the effectiveness of  
the training program. Among the reported findings  
are: a concentrated training program can make a  
significant contribution to students' writing skills,  
and students are less likely to transfer specific tech-  
niques to their usual writing style if those techniques  
are not systematically reinforced in a variety of  
ways in all phases of the instructional program. Ap-  
pendices contain a copy of the writing test used in  
the study and student writing samples. (FL)

ED 198 540

CS 206 120

Butterfield, Dennis D.

Children's Liberation: An Educational Dilemma in  
the Making.

Pub Date—Oct 80

Note—28p.; Paper presented at the Boise State Uni-  
versity "Education and Contemporary America"  
Symposium (1st, Boise, ID, October 9-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — In-  
formation Analyses (070)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrators, Civil Rights, Consti-  
tutional Law, \*Court Litigation, \*Discipline  
Policy, \*Educational Malpractice, Elementary  
Secondary Education, Equal Protection, Legal  
Problems, School Law, \*Student Rights

Significant changes in United States culture dur-  
ing the past 25 years and court decisions result-  
ing from legal suits challenging traditional educational  
procedures have made the future course of educa-  
tion very unpredictable. The social unrest of the  
1960s brought about innovations such as open class-  
rooms and nongrading systems in the wake of in-  
creasing awareness of ethnic and disadvantaged  
groups and individual rights. During the 1970s in-  
creased government legislation to ensure individual  
rights and equal opportunities resulted in "A Bill of  
Rights for Children" ensuring protection under the  
law. Many precedent-setting court cases have main-  
tained that students do not shed their constitutional  
rights at the schoolhouse door in cases of suspension  
or discipline. While the courts recognize the right of  
schools to maintain order, they will intervene where  
students have been denied constitutional rights of  
due process, freedom of speech, or the right to  
privacy. In the 1980s, educators need to be aware of  
the prominence of the children's rights issue and the  
implications that may arise from cases where  
schools are held liable for the academic failure of  
individual students. (HTH)

ED 198 541

CS 206 121

Smith, Ron  
**Mythologies of the World: A Guide to Sources.**  
 National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-3222-7

Pub Date—81

Note—358p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 32227, \$9.75 non-member, \$8.50 member).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130) — Books (010)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—\*Cultural Awareness, \*Cultural Background, Cultural Interrelationships, \*Folk Culture, Higher Education, \*Mythology, Popular Culture, Resource Materials, Secondary Education, \*Symbols (Literary), \*World Literature

This book surveys the important available books on mythologies of all parts of the globe and the cultural contexts from which the mythological traditions emerged. Written as a series of bibliographic essays, the guide opens with a description of major reference sources encompassing many cultures, as well as those tracing particular themes (such as that of the creation) across cultures. The other bibliographic essays discuss sources for studying prehistoric mythologies, the mythologies of West Asian peoples (Mesopotamian, Biblical, Islamic, and others), South and East Asian mythologies, European mythologies, American Indian mythologies (North, Central, and South American), African mythologies, and the mythologies of the Pacific and Australia. An appendix on contemporary mythology—mainly American—discusses a wide range of works that examine the beliefs, traditions, and dreams that manifest themselves in spectator sports, politics, advertising, and forms of popular culture in the United States. (RL)

ED 198 542

CS 206 122

Brindley, D. J.  
**Breaking the Poetry Barrier: Towards Understanding and Enjoying Poetry.**

Pub Date—Aug 80

Note—9p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (3rd, Sydney, Australia, August 17-22, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, \*Cultural Influences, English Instruction, Language Variation, Literary Criticism, \*Literature Appreciation, \*Poetry, Secondary Education, \*Student Attitudes, \*Teaching Methods

Poetry presents serious difficulties to students. Many poems students are asked to study were written during eras with social mores, modes of thought and expression that are now unfamiliar. Often the sentiments expressed in poetry are discomfiting or unfamiliar to students, though the greatest poets express universal ideas and emotions with which it should be possible for them to identify. Poems often deal with geographical or social settings alien to the students' experience. Perhaps the greatest barrier to understanding poetry, however, is its elliptical, metaphorical, and highly allusive language. There are four methods teachers can use to overcome these barriers and help their students achieve a greater interest in as well as understanding of poetry. The first method is to stress enjoyment and to teach poems at the appropriate maturation level. The second is to offer a wide range of both old and contemporary poems, but ones that are easily understood, and are relevant to the students' background, experience, or attitudes. The third method is to relate the fundamental human concerns that many poets deal with to the students' lives, and the fourth is to present poetry through media and methods that provide maximum student involvement and interest. (Author/HTH)

ED 198 543

CS 206 123

Mills, Eva B.  
**Beyond the Genteel Tradition? Images of Women in the 1919 Volume of Century.**

Pub Date—Oct 80

Note—11p.; Paper presented at the Annual Meeting of the Popular Culture Association in the South (9th, Winston-Salem, NC, October 16-18, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Characterization, \*Content Analysis, \*Females, \*Nonfiction, Periodicals, Popular Culture, \*Sex Bias, Sex Role, \*Sex Stereotypes, Short Stories

Identifiers—\*Century Magazine

An analysis of "Century" magazine from November 1919 to April 1920 reveals that women were most likely to be characters in a short story or serialized novels. The stereotypic portrayal of the American female in the nonfiction pieces as "schoolmarm," "silly school girl," or "wife/-mother" seems strange when one considers that "Century" was consciously addressing itself to current social, political, economic, and cultural issues. The magazine failed to feature even a short article on the women's suffrage movement. Most of the articles were of interest to both men and women, but none was of interest primarily to women. "Century" did not slight women writers, however—at least not short story writers and poets. But even the women writers portrayed women as romantic, "ideal" women and those characters that failed to conform to that ideal found only unhappiness. Fortunately, some of the characters challenged the ideal and images, proving that women could stand alone and like it and could occasionally break through social and moral conventions without being punished. Perhaps the editor of "Century" deserves the benefit of the doubt in the suggestion that he fostered an image of women as being as interested as men in the adventures and events of the day. (HTH)

ED 198 544

CS 206 124

Mills, Beth Solow

**Teaching Poetry in Elementary School.**

Pub Date—[80]

Note—13p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Classroom Techniques, Elementary Education, English Curriculum, \*English Instruction, Language Arts, \*Literature Appreciation, \*Poetry, Reading Aids to Others

Children are drawn to poetry by its rhythm, rhyme, and repetition. A poetry program in the classroom can expand children's language experience, teach listening and speaking skills, and serve as a source of ideas for discussion. One very effective poetry program involves readings, discussions, practice sessions, and recitals. In the first week, a poem is read aloud several times by the teacher, and discussed. Once the class knows the poem well by ear, the poems are distributed on paper. After a month, each child prepares to present one of the poems to the class. During practice sessions prior to the recital, the teacher works with individuals or small groups on expression and phrasing. Supplementary activities include dramatizing poetry, and team contests testing knowledge of authors, titles, and content of poems. Repeated exposure to poetry is a good source of vocabulary and literary technique that can be valuable to children's prose writing and speech. Recitals can diminish fear of public speaking and instill a sense of pride in children. Children are also capable of thoughtfully discussing the serious themes in poetry. Poetry will likely be with children long after they have forgotten other skills. (A brief list of poetry anthologies is included.) (HTH)

ED 198 545

CS 206 125

Chinn, Judith A.

**Verb Choice and Its Relationship to a Composition's Effectiveness as Measured by Holistic Evaluation.**

Pub Date—[79]

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade 5, Grade 12, High Schools, Intermediate Grades, Language Patterns, \*Language Styles, Syntax, \*Verbal Ability, \*Verbs, Vocabulary Development, \*Vocabulary Skills, \*Writing Research, \*Writing Skills

Identifiers—\*Holistic Evaluation

Two research projects focused on the nature of verb choice and its relationship to a composition's general effectiveness and reader impact. In the pilot project, 28 fifth grade students received an instructional unit of 27 lessons emphasizing the incorporation of precise verb vocabulary and the elimination

of forms of "to be" and "to have" as main verbs. In addition to receiving the highest mean score from the holistic readers, the group's posttests yielded statistically significant differences in areas of verb choice and syntax in relation to their pretests and to the posttest written by 28 fifth grade students in a control group. The second project involved an analysis of 112 holistically evaluated competency examinations written by senior high school students. The data revealed direct correlations between a composition's competency rating and the quality of the verb vocabulary. Both research projects indicate the important relationship between precise verb choice and effective writing and lend support for developing new approaches to composition curriculum. (Author/RL)

ED 198 546

CS 206 126

DeFord, Diane E., Ed.

**Learning to Write: An Expression of Language.**

Ohio State Univ., Columbus. Coll. of Education.

Pub Date—80

Note—87p.

Available from—College of Education, The Ohio State University, 149 Arps Hall, 1945 N. High St., Columbus, OH 43210 (\$3.00; 50 or more copies, \$2.50 each).

Journal Cit—Theory Into Practice; v19 n3 Sum 1980

Pub Type—Information Analyses (070) — Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Editing, Educational Environment, Elementary Secondary Education, Instructional Materials, Models, Peer Teaching, Skill Development, Spelling, Teacher Attitudes, Teaching Methods, Technical Writing, \*Writing (Composition), \*Writing Instruction, Writing Processes, Writing Research

The 12 articles in this journal issue focus on writing as an expression of language. Specific topics discussed in the articles are: (1) What can be learned from writing research, (2) young children and writing (3) translating meaning from spoken to written language, (4) assumptions about writing instruction, (5) first grade writers, (6) learning to spell by spelling, (7) beginning writers' pencils and paper, (8) writing development patterns, (9) environmental influences on children's views of writing, (10) dynamic and static composition models, (11) peer editing, and (12) business writing and composition instruction. (HTH)

ED 198 547

CS 206 128

Craven, Jerry

**Motivating Reluctant Students to Write.**

Pub Date—Oct 80

Note—6p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (34th, Denver, CO, October 16-18, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Attitude Change, Change Strategies, College English, College Students, Higher Education, \*Motivation Techniques, Reading Interests, Student Attitudes, Student Interests, Writing (Composition), \*Writing Instruction

Identifiers—\*Writing Apprehension

Faced with an evening composition class filled with students inhibited by fears of failure and writing anxieties, the teacher redesigned the course to focus on ways to make writing an activity that could be fun. The teacher's plan for getting the students interested in writing consisted of (1) having students analyze essays they agreed were interesting, using articles primarily from "National Geographic," "Field and Stream," and "Science Digest"; (2) inviting professional writers to class to talk about how they attempt to interest readers in their writing; (3) making assignments based on students' individual interests; (4) promising to publish each student's best work in a class "yearbook"; and (5) seeing to it that there was some newspaper publicity about what the students were doing. The plan was successful in motivating reluctant students and led to a marked improvement in their writing abilities. (RL)



## ED 198 548 CS 206 129

Bush, Gloria S., Ed.  
From Fluorescent Sandpaper to Shiny Orange  
Poems.  
Philadelphia School District, Pa. Durham Child  
Development Center.  
Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—74  
Note—134p.

Available from—Learning Centers Project E.S.  
..E.A., A Title I program of the School District of  
Philadelphia, Durham School, 16th & Lombard  
Sts., Philadelphia, PA 19146 (\$3.00).  
Pub Type—Books (010) — Guides - Classroom -  
Teacher (052)

## EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Child Language, \*Classroom Techni-  
ques, \*Creative Writing, Elementary Educa-  
tion, Imagery, \*Language Acquisition, \*Poetry,  
\*Writing Instruction

This booklet contains one teacher's experiences  
with teaching poetry to children, offering sugges-  
tions and insights about organizing the subject mat-  
ter, preparing a conducive physical environment,  
and practicing with various poetic forms. Sections of  
the booklet discuss the characteristics and behaviors  
of writing room teachers, the organization of the  
space set aside for writing and reading poetry, the  
reasons for using poetry in child language develop-  
ment, types of poetry (including diamonds, cin-  
quains, and haiku), and the use of group writing in  
poetry instruction. The final section of the booklet  
lists resources for teaching poetry. (RL)

## ED 198 549 CS 206 130

Troyka, Lynn Quitman  
The Writer as Conscious Reader.  
Pub Date—7 Sep 80  
Note—23p.

Pub Type—Guides - Classroom - Teacher (052) —  
Information Analyses (070) — Opinion Papers  
(120)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, High Schools,  
\*Prediction, \*Prior Learning, \*Psycholinguistics,  
\*Reading Processes, \*Redundancy, Writing  
(Composition), \*Writing Processes

Identifiers—Revision (Written Composition)

Psycholinguistics, with its emphasis on language  
processes rather than products, is particularly com-  
pelling when applied to the search for underlying  
connections between reading and writing. One such  
connection is best stated in the following propositions  
about writing and learning to write: (1) at no time  
are the acts of reading and writing as inextricably  
bound to one another as when a person writes, and  
(2) when ineffective writers are helped to  
become conscious of the interactive language pro-  
cess between writing and reading, their writing  
quickly becomes more expert. Two psycholinguistic  
concepts used to describe the reading process can be  
applied to writing instruction, prediction and redun-  
dancy. The activity of prediction allows the reader  
to correctly anticipate the next word, sentence, or  
paragraph. If there is a sudden change in content,  
the reader is disturbed. Redundancy is a reader's  
prior knowledge used to make the above mentioned  
predictions. During the writing process, a writer  
must be a reader who tests the predictability of the  
writing and whether the content conforms to prior  
knowledge. The effective writer is one who can  
switch between the role of reader and writer. Dramatic  
improvement in writing is possible when weak  
writers are made conscious of the ways that prediction  
and redundancy work in reading and can apply  
them to their writing revision process. (HTH)

## ED 198 550 CS 206 131

Dobrin, David N.  
What's Difficult about Teaching Technical Writ-  
ing.

Pub Date—80  
Note—11p.; Paper presented at the Annual Meet-  
ing of the Modern Language Association of  
American (95th, Houston, TX, December 27-30,  
1980).

Pub Type—Opinion Papers (120) — Speeches/-  
Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Problems, Higher Educa-  
tion, Teacher Background, \*Technical Writing,  
Writing (Composition), \*Writing Instruction

Identifiers—\*Writing Evaluation

A teacher is likely to encounter three kinds of  
difficulty with technical writing instruction. The  
first is transitory difficulty, which a teacher may

reasonably expect to overcome with practice. This  
is the difficulty a teacher may have in learning a new  
curriculum or the needs of a new group of students,  
in making up and grading assignments, and in gain-  
ing a feel for the technical style. Continuing diffi-  
culty is a problem a writing teacher may not expect  
to overcome, although teachers from other disci-  
plines have. For example, a technical writing  
teacher may have difficulty evaluating a report from  
an unfamiliar subject area such as science or engi-  
neering, whereas teachers from those disciplines are  
better able to evaluate the content of such papers.  
To tell students to write for the writing teacher is  
poor teaching, but telling them to produce work that  
the teacher is likely to misjudge or mishandle is also  
unwise. This kind of situation lends itself to team  
evaluation of highly technical papers. The third kind  
of difficulty is inherent, and is one that no one can  
overcome. It is the temporary nature of the quality  
of technical writing and the constantly changing  
body of technology it represents. (HTH)

## ED 198 551 CS 206 132

Morrissey, Thomas J., Maid, Barry M.  
The Real and Perceived Writing Needs of Students  
and Graduate Professionals: A Mimetic Ap-  
proach to Helping Student Writers.

Pub Date—Oct 80

Note—24p.; Paper presented at the Annual Meet-  
ing of the New York State English Council (30th,  
Syracuse, NY, October 17-19, 1980). Best copy  
available.

Pub Type—Reports - Research (143) — Speeches/-  
Meeting Papers (150) — Guides - Classroom -  
Teacher (052)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, College Gradu-  
ates, College Students, Educational Needs,  
Higher Education, High Schools, High School  
Students, \*Individual Needs, \*Instructional Im-  
provement, Interest Inventories, Questionnaires,  
\*Relevance (Education), Student Attitudes,  
Teacher Attitudes, Writing (Composition), \*Writing  
Instruction, \*Writing Research, Writing Skills  
A survey of writing was designed to reflect the  
belief that improving writing instruction depends in  
part on implementing two principles. These princi-  
ples are that one must be aware of and sensitive to  
the sources of language acquisition, and that one  
must know what students perceive as the major pur-  
poses behind their own writing, both present and  
future. The survey contains three sections in which  
respondents are asked to indicate the frequency  
with which they perform a number of activities  
(viewing, listening, and reading), the kinds of writ-  
ing done now and expected to be done in the future,  
and expectations/disappointments of writing in-  
struction. This survey was administered to six dis-  
tinct groups: (1) 25 nonremedial high school  
students, (2) 24 developmental college freshman  
writing students, (3) 22 students in a regular college  
freshman composition course, (4) 23 upper-division  
college students in an advanced writing course, (5)  
11 teachers and other professionals in the same geo-  
graphic area as the surveyed students, and (6) 17  
educators at an English teachers conference. The  
two principal findings from surveying these different  
groups were that both language acquisition and  
perceived writing needs were similar for most of the  
six sampled groups, and that instructors could use  
this information to improve teaching strategies in  
writing classes. (A copy of the survey instrument is  
attached.) (RL)

## ED 198 552 CS 206 133

Sullivan, Zola Jiles  
Teaching Multicultural Awareness and Under-  
standing Through the Language Arts—Creative  
Writing. Suggested Topics for Creative and Ex-  
pository Writing Based on the Roots of  
Bahamian Culture. "The Land of the Pink  
Pearl," for Use with Bahamian Children and  
Others Who Are Interested in Understanding  
Their Culture.

Pub Date—[80]

Note—34p.

Pub Type—Guides - Classroom - Teacher (052)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biculturalism, Classroom Techni-  
ques, \*Creative Writing, \*Cultural Awareness,  
Cultural Background, Elementary Education,  
\*Expository Writing, Foreign Countries, Lan-  
guage Arts, Multicultural Education, \*Writing  
Exercises, Writing Instruction

Identifiers—\*Bahamas

Intended to help teachers in developing language

arts curriculum materials for use with the children  
of recent Bahamian immigrants to the United  
States, this paper contains approximately 500 topics  
for creative and expository writing based on the  
roots of Bahamian culture. The topics are arranged  
into areas of interest, including Bahamian pride, ca-  
reer opportunities, communication, education in the  
Bahamas, fishing, food, and the history of the Baha-  
mas. (FL)

## ED 198 553 CS 206 134

Sullivan, Zola Jiles

Teaching Multicultural Awareness and Under-  
standing through the Language Arts—Creative  
Writing: Suggested Topics for Creative and Ex-  
pository Writing Based on the Roots of the  
Cuban Culture for Use with Cuban Children and  
Others Who are Interested in Understanding  
Their Culture.

Pub Date—[80]

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, Classroom Techni-  
ques, \*Creative Writing, \*Cubans, \*Cultural  
Awareness, Cultural Background, Elementary  
Education, \*Expository Writing, Foreign Coun-  
tries, Language Arts, Multicultural Education,  
Spanish Speaking, \*Writing Exercises, Writing In-  
struction

Identifiers—\*Cuba

Intended to help teachers in developing language  
arts curriculum materials for use with recent Cuban  
refugees to the United States, this paper contains  
300 topics for creative and expository writing based  
on the roots of the Cuban culture. The topics cover  
a variety of subjects, including food preparation,  
memories of Cuba, experiences in a new country,  
Cuban contributions to American culture, Cuban  
artists, and political differences between Cuba and  
the United States. (FL)

## ED 198 554 CS 206 135

Sullivan, Zola Jiles

Teaching Multicultural Awareness and Under-  
standing through the Language Arts—Creative  
Writing. Suggested Topics for Creative and Ex-  
pository Writing Based on the Haitian Cul-  
ture for Use with Haitian Children, The Children  
of the Antilles, and Others Who are Interested in  
Understanding Their Culture.

Pub Date—[80]

Note—10p.

Pub Type—Guides - Classroom - Teacher (052)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, \*Creative Writing,  
\*Cultural Awareness, \*Cultural Background, Ele-  
mentary Secondary Education, Ethnic Groups,  
\*Expository Writing, Foreign Countries, \*Haiti-  
ans, Language Arts, Multicultural Education,  
\*Writing Exercises

Identifiers—\*Haiti

As part of a series of documents providing lan-  
guage arts materials adapted for use by children in  
refugee populations, this list offers 200 topics for  
creative and expository writing based on the Haitian  
culture. These topics, which can also be used as  
stimuli for writing activities by children from the  
Antilles and students interested in understanding  
Haitian culture, incorporate specific references to  
and details of Haitian geography, food, history,  
agriculture, folklore, linguistic expressions, cloth-  
ing, and artwork. (RL)

## ED 198 555 CS 206 136

Cuthbert, Marlene

The Caribbean News Agency: Third World Model.

Journalism Monographs Number 71.

Association for Education in Journalism.

Pub Date—Feb 81

Note—47p.

Available from—AEJ Publications Manager, Wil-  
liam Allen White School of Journalism, Uni-  
versity of Kansas, Lawrence, KS 66045 (\$2.50).

Pub Type—Information Analyses (070) — Col-  
lected Works - Serials (022)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Developing Nations, Foreign Coun-  
tries, \*Information Centers, \*Information Dis-  
semination, Information Networks, Latin  
American Culture, Mass Media, Models, News  
Media, \*News Reporting, Organizations  
(Groups), Private Agencies

Identifiers—\*Caribbean News Agency, \*News  
Agencies

This monograph is a history of the Caribbean

News Agency (CANA), which is jointly owned by private and public mass media of its region and independent of both governments and foreign news agencies. It is proposed that CANA may provide a unique model of an independent, regional third-world news agency. Sections of the monograph examine (1) CANA's West Indian setting; (2) background factors from 1962 to 1976, particularly the precipitating factors during 1967-1976 that led to the emergence of CANA; and (3) the salient components of CANA's operation, including its ownership and control, subscribers and staff, news sources and channels, messages and receivers, and internal operations and policies. A concluding section of the monograph lists five things to be learned from the development and operation of CANA that can be applied to the future development of third world news agencies. (RL)

**ED 198 556** CS 206 137

*Nilsen, Aileen Pace*

**Changing Words in a Changing World. Instructor's Guide.**

Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—35p.; For related document see CS 206 138.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Course Descriptions, \*English Instruction, Higher Education, High Schools, \*Language Usage, Linguistics, \*Sex Bias, \*Sociolinguistics, Teaching Guides

The course described in this teacher's guide is intended to create an awareness of the pervasiveness of sexism in American culture as reflected in the language. Following an overview of the course, the guide provides a discussion of teaching methods that have proven useful in pilot studies of the course, including the following topics: introduction to linguistic principles; illustrations of linguistic principles; field work, analysis, and discussion; small group activities; supplementary field work; the keeping of a journal; and ways to grade. The course is based on four linguistic principles and the guide discusses each of the principles: (1) a language reflects the culture and values of its speakers; (2) language forms reflect the viewpoint of the majority or the powerful groups in a society; (3) exaggeration is an integral part of the communication process; and (4) language changes continuously, but in different ways with different speakers. For each principle there are activities and assignments with sexist examples provided, suggestions for relevant composition topics, and examples for supplementary discussion topics. (MKM)

**ED 198 557** CS 206 138

*Nilsen, Aileen Pace*

**Changing Words in a Changing World.**

Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—74p.; For related document see CS 206 137.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Course Content, Course Descriptions, \*English Instruction, Higher Education, High Schools, \*Language Usage, Learning Activities, Linguistics, Reading Materials, \*Sex Bias, \*Sociolinguistics

The course materials provided in this booklet are intended to create an awareness of the pervasiveness of sexism in American culture as reflected in the language. Information on the topic; assignments for field work, analysis, and discussion; and topics for compositions are given in four sections, each based on a separate linguistic principle. The first section, based on the principle that a language reflects the culture and values of its speakers, includes discussions of names of people, place names, language customs and weddings, and marriage and people's names. The second section, based on the principle that language forms reflect the viewpoint of the majority or the powerful groups in society, includes discussions of language in relation to aging, the pronoun problem, and the problem with the word "man." The third section is based on the principle that exaggeration is an integral part of the communication process and discusses metaphors and symbolization, presuppositions about females

and males, and exaggeration for commercial purposes. The final section, based on the principle that language changes continuously but in different ways with different speakers, provides materials on historical changes in English about males and females and planned changes in English in relation to females and males. (MKM)

**ED 198 558** CS 206 139

*Fleming, Margaret, Ed.*

**Writing Projects.**

Arizona English Teachers Association, Tempe.

Pub Date—Feb 80

Note—188p.; Arizona English Teachers Association is an affiliate of the National Council of Teachers of English.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58854, \$4.50 member, \$5.00 non-member).

Journal Cit—Arizona English Bulletin; v22 n2 Feb 1980

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Classroom Techniques, Creative Writing, English Instruction, Inservice Teacher Education, Program Descriptions, \*Program Development, Secondary Education, Student Attitudes, \*Writing (Composition), \*Writing Instruction, Writing Processes, \*Writing Research

Identifiers—\*National Writing Project, Writing Evaluation

The 18 articles in the first section of this journal issue provide information about the National Writing Project, while the 22 articles in the second section discuss classroom writing projects. Among the topics discussed in the first section are the National Writing Projects in Arizona, Northeast Texas, and Boston; teacher behavior during inservice education; setting an informed and informing context for a writing project; and high school teachers and freshman composition. Articles in the second section consider the basics as a background for writing, writing as a discipline, the journal as an aid to teaching composition, a process-oriented strategy for teaching organization, student attitudes toward writing class, using choral reading in composition instruction, imitation in the basic writing class, reader-response grammar, peer evaluation of compositions, and evaluating creative writing. (FL)

**ED 198 559** CS 206 140

*Presley, John C.*

**What Does Grading Mean, Anyway?**

Pub Date—Feb 81

Note—15p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (16th, Biloxi, MS, February 19-21, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational History, \*English Instruction, Grade Inflation, \*Grades (Scholastic), \*Grading, Higher Education, Informal Assessment, Problems, Student Attitudes, \*Student Evaluation, Student Teacher Relationship

Most English teachers probably find it difficult to develop a grading system that takes into account the problems of individual students and that effectively communicates to students the quality of their work. Educators have been experimenting with written grading systems since the first system, one of predetermined adjectives, was used at Yale University in 1785. Almost 100 years later, Harvard University began using letter grades, but after only two years changed to a pass/fail system. The problems of lack of agreement in grading, student competition, and students choosing courses offering easy high marks were just as common a century ago as they are today. Research in the area of grading has been surprisingly neglected, and what little that has been done suggests that grading systems have not improved much in the last 100 years. Students still regard grades in terms of reward and punishment. A system of only marking papers with written comments and meeting with students for a grade conference to discuss "why" they think a certain grade is appropriate for their work can translate grades into useful information about the student's work. Active participation in the grading process can substantially reduce student dissatisfaction with the grading system. (HTH)

**ED 198 560** CS 206 141

*Klein, Howard A.*

**The Effect Sight Copying Has on Symbol Productivity of Boys and Girls.**

Pub Date—[79]

Note—15p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, Females, Grade 4, Grade 6, Grade 8, \*Handwriting, Handwriting Skills, Males, Sex Differences, \*Timed Tests, \*Writing Research

Identifiers—\*Copying Speed

An exploratory study was designed to determine the amount and accuracy of symbol output that may occur in a fixed time when elementary school children are asked to copy from a page they have neither seen before nor will be given a chance to study. For two minutes, a total of 194 fourth, sixth, and eighth grade students copied an unfamiliar prose passage. The statistical differences between the means of each grade favored the higher grades for symbol output. The pattern that emerged for accuracy showed that sixth grade children made the fewest errors. At each grade level, girls were superior to boys in production and accuracy. (RL)

**ED 198 561** CS 206 145

*Randall, Alice Fracker*

**Scientific Language: Wherein Its Mystique?**

Pub Date—[79]

Note—14p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attitude Change, Change Strategies, \*Communication Problems, \*Language Attitudes, Language Role, \*Language Usage, \*Negative Attitudes, \*Scientists

In recent years both scientists and laypeople have viewed with dismay the notion that science seems mysteriously different from other areas of human concern. Scientific language is part of the mystique. Yet scientific language is human language before it is science. The mystique that people ascribe to scientific language is of their own making, for physical, cognitive, and emotional phenomena are not so different that language cannot serve them all in similar fashion. Laypeople who must make decisions affected by scientific research—and that is everyone—may take heart: they can deal with scientific language with the same benign skepticism and keen analysis that they apply to the language of other disciplines. Recognizing the shared features and fundamental linguistic characteristics that scientific language shares with other language-historians' language, psychologists' language, black English, phatic language—could be the means of establishing mutual confidence between scientists and humanists. Once students have been effectively disabused of the notion that scientific language is "different," teachers and students can approach rational use of the information transmitted by the scientists in textbooks, newspapers, and scientific journals. (RL)

**ED 198 562** CS 206 146

*Peterson, Gordon*

**Child-Centered or Subject-Centered Children's**

**Literature Program? Recommendations from the**

**Two Most Recent Dominant Literary Critical**

**Theories (Structuralism and Revisionism).**

Pub Date—[79]

Note—10p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Childrens Literature, Comparative Analysis, Educational Philosophy, Educational Principles, Elementary Education, \*English Curriculum, English Instruction, \*Literary Criticism, Literature, \*Literature Appreciation, \*Reading Material Selection, Theories

Identifiers—\*Revisionism, \*Structuralism

Stressing the importance of choosing either a child-centered or a subject-centered orientation in developing a children's literature program, this paper discusses the characteristics of child-centered and subject-centered approaches to literature and then focuses on the dominant literary theories of structuralism and revisionism. Maintaining that structuralists would base a literature program on the subject while revisionists would emphasize both the subject and the reader's responses, the paper then discusses teaching recommendations from each theory. The document concludes with a list of appropriate illustrative questions, the answers for which would differ between structuralists and revisionists.

(HTH)

**ED 198 563** CS 206 149

Donelson, Kenneth L. Nilsen, Alleen Pace  
*Literature for Today's Young Adults.*  
 Report No.—ISBN-0-673-15165-4  
 Pub Date—80

Note—484p.

Available from—Scott, Foresman & Company,  
 1900 E. Lake Ave., Glenview, IL 60025 (\$10.95  
 cloth).

Pub Type—Books (010) — Information Analyses  
 (070) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Adolescent Literature, Adolescents,  
 Authors, English Instruction, High Interest Low  
 Vocabulary Books, \*Literary Criticism, \*Litera-  
 ture Appreciation, Reading Interests, \*Reading  
 Materials, \*Reading Material Selection, \*Recrea-  
 tional Reading, Secondary Education, Teaching  
 Guides

Defining young adult literature to include any  
 book freely chosen for reading by a person between  
 the ages of 12 and 20, this book is intended to help  
 educate professionals in related fields about the  
 growing body of such literature. The first section of  
 the book provides an introduction to young adult  
 literature, including a discussion of the literary as-  
 pects of the genre. The second section traces the  
 history of young adult reading materials from 1800  
 through 1966, while the third section discusses con-  
 temporary books. The fourth section offers a view of  
 the professional's role in relation to books and  
 young readers, including discussions of ways to use  
 and promote books with adolescents and issues and  
 concerns for adults. It also presents brief biogra-  
 phies of major authors of young adult books. Appen-  
 dixes contain (1) a list of book selection guides, (2)  
 excerpts from the statement on students' right to  
 read prepared by the National Council of Teachers  
 of English, (3) a sample book selection policy for  
 schools, and (4) a list of some outstanding books and  
 journal articles about young adult literature. (FL)

**ED 198 564** CS 206 150

Tignor, Eleanor Q.

*A Selected and Annotated Bibliography for Litera-  
 ture of the Black American.*

Pub Date—[80]

Note—77p.; Not available in paper copy due to  
 marginal legibility of original document.

Pub Type—Reference Materials - Bibliographies  
 (131)

EDRS Price - MF01 Plus Postage. PC Not Availa-  
 ble from EDRS.

Descriptors—Annotated Bibliographies, Audi-  
 ovisual Aids, Authors, \*Black Culture, \*Black  
 History, \*Black Literature, \*Black Films, \*Literary  
 History, Literature Appreciation, Periodicals,  
 Reading Materials

The more than five hundred entries in this an-  
 notated bibliography were compiled to assist those  
 interested both in black American authors and their  
 works and in the periods and trends in the develop-  
 ment of the genre. Entries are arranged into the  
 following categories: (1) bibliographies; (2) antholo-  
 gies and collections; (3) books on literary history,  
 criticism, and comments; (4) articles from maga-  
 zines and journals (including those concerning litera-  
 ture history, criticism, comment, early literature, the  
 Negro Renaissance, and individual authors); (5)  
 manuscript notes from the James Weldon Johnson  
 Memorial Collection at Yale University; (6) histor-  
 ical and sociological references; (7) audiovisual  
 materials, including films and filmstrips, microfilm,  
 recordings, and tapes and script; (8) articles on the  
 literature and life of black Americans; and (9) an-  
 notations on selected fiction from 1853 to 1968, ar-  
 ranged by author. (FL)

**ED 198 565** CS 206 151

Haley-James, Shirley M., Ed.

*Perspectives on Writing in Grades 1-8.*  
 National Council of Teachers of English, Urbana,  
 Ill.

Report No.—ISBN-0-8141-3519-6

Pub Date—81

Note—131p.

Available from—National Council of Teachers of  
 English, 1111 Kenyon Rd., Urbana, IL 61801  
 (Stock No. 35196, \$5.00 member, \$5.50 non-  
 member)

Pub Type—Books (010) — Information Analyses  
 (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Classroom Techniques, Elementary  
 Education, National Surveys, Program Descrip-  
 tions, Research Needs, \*Teaching Methods,  
 \*Writing Instruction, Writing Processes, \*Writing  
 Research

Identifiers—Writing Evaluation

Summarizing the best current thinking about what  
 classroom approaches produce sound writing ex-  
 periences in the first eight grades, this book offers  
 teachers a means of checking on their own practices  
 and perceptions about how writing can best be  
 learned. The first chapter of the book presents a  
 historical review of authoritative opinion regarding  
 appropriate instruction in written composition. The  
 recommendations of those authorities are distilled  
 into eleven observations about effective writing in-  
 struction, and these observations, in turn, provide  
 the philosophical framework for the remaining  
 chapters. Chapter two cites data gleaned in a ran-  
 dom survey of teaching practices in use in fourth  
 grade classrooms, and suggests that while some of  
 the teaching practices utilized are in concert with  
 those recommended by the authorities cited in  
 chapter one, other practices are in direct conflict  
 with a substantial body of professional literature.  
 Reports of other successful classroom teaching  
 practices and writing programs are detailed in chap-  
 ters three through six. These chapters discuss the  
 importance of a specific purpose and audience for a  
 piece of writing as well as the necessity of prewriting,  
 rewriting, and evaluating writing. Chapter  
 seven details the trends of writing related research  
 in the past 50 years, the role of the classroom  
 teacher in such research, more recent developments  
 in research practices, and future research needs em-  
 phasizing the necessity of conducting writing re-  
 search in context. (HOD)

**ED 198 566** CS 206 152

Scardamalia, Marlene, And Others

*Writing for Results: A Sourcebook of Consequen-  
 tial Composing Activities.*

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0219-9

Pub Date—81

Note—166p.

Available from—The Ontario Institute for Studies  
 in Education, 252 Bloor St. West, Toronto, On-  
 tario M5S 1V6 Canada (\$10.50 paper).

Pub Type—Books (010) — Guides - Classroom -  
 Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Elementary  
 Secondary Education, Language Arts, \*Language  
 Styles, \*Literary Genres, \*Reading Aloud to Oth-  
 ers, \*Writing Exercises, \*Writing Instruction  
 Identifiers—\*Coherence (Written Composition),  
 Revision (Written Composition), Writing Evalua-  
 tion

Sixty consequential writing tasks are described in  
 this source book to help elementary and secondary  
 school students develop their abilities in written  
 composition. The activities foster thinking by pos-  
 ing game-like writing problems that require students  
 to use their minds in the ways that good writers do,  
 and to solve the problems that good writers manage  
 to solve. Features of this sourcebook include a table  
 of contents that organizes the activities according to  
 genre, topic development, coherence, style, evalua-  
 tion, and revision. An applications index cross-ref-  
 erences activities according to a greater variety of  
 language arts curriculum objectives, including spell-  
 ing, grammar, reading aloud, proofreading, para-  
 phrasing, and topic sentence. Activities are also  
 cross-referenced for subject matter fields to which  
 they can be applied such as art, second languages,  
 geography, and history. Detailed directions for each  
 activity include its aim, the organization, procedure,  
 consequences and feedback, examples, variations,  
 and applications. (HOD)

**ED 198 567** CS 206 155

Roberts, Bryan

*The New Brunswick Writing Assessment Program:  
 "The Language of Growth".*

New Brunswick Dept. of Education, Fredericton  
 (Canada).

Pub Date—Sept 79

Note—76p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Educational Assessment, Eleme-  
 ntary Secondary Education, Foreign Countries,  
 Grade 5, Grade 8, Grade 11, \*Language Acquisi-  
 tion, Program Descriptions, \*State Programs,

\*Writing (Composition), Writing Instruction,

\*Writing Research, \*Writing Skills

Identifiers—Holistic Evaluation, New Brunswick,

\*Writing Evaluation

The New Brunswick Writing Assessment Pro-  
 gram implemented in grades five, eight, and eleven  
 in New Brunswick (Canada) public schools in 1978  
 is described in this report, which includes the spe-  
 cific assignments for each grade, a discussion of the  
 general holistic scoring approach used, and charac-  
 teristics of the responses at each grade, including  
 examples. Information on the analytical scoring of a  
 subset of responses includes comparison with scores  
 from a similar study conducted in 1977 and infor-  
 mation on the following items by grade: score,  
 length in words, paragraphing percentage, words  
 per T-unit, words per clause, clauses per T-unit, run-  
 ons per T-unit, fragments per T-unit, nonagree-  
 ments per clause, incorrect verb forms per clause,  
 faulty pronoun reference per T-unit, case errors per  
 clause, adjective adverb confusion per clause, and  
 spelling error percentage. Other comparisons are  
 given for differences among various level students  
 and between high scoring and low scoring re-  
 sponses. The final section contains implications for  
 curriculum and instruction. (MKM)

**ED 198 568** CS 206 156

Weiss, Robert H.

*The Pennsylvania Writing Project: From Teachers  
 to Teachers.*

Pub Date—[81]

Note—28p.; Not available in paper copy due to  
 marginal legibility of original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Availa-  
 ble from EDRS.

Descriptors—Elementary Secondary Education,  
 Higher Education, \*Inservice Teacher Education,  
 \*Institutes (Training Programs), Program Des-  
 criptions, \*Summer Programs, Teacher Work-  
 shops, \*Writing Instruction, \*Writing Processes  
 Identifiers—National Writing Project, \*Pennsyl-  
 vania Writing Project

West Chester State College and the intermediate  
 units of Chester, Delaware, and Montgomery coun-  
 ties joined in 1979 to develop the Pennsylvania  
 Writing Project (PWP) as a National Writing Pro-  
 ject site. The William Penn Foundation provided  
 initial funding for the project, and a number of  
 schools and school districts have also contributed  
 funds. Each year, the PWP-following the model of  
 the Bay Area Writing Project-brings a group of area  
 teachers from all grade levels to the West Chester  
 State College campus for a four-week summer in-  
 stitute of intensive study and interaction. It also en-  
 gages the teachers in follow-up inservice programs  
 in which they become teacher/consultants reaching  
 other teachers. Teachers in the summer institute  
 participate in a variety of activities, including  
 demonstrations of teaching methods, (usually pre-  
 sented by participants for their peers) and small  
 group discussions that provide the teachers with the  
 opportunity to practice the kinds of assignments  
 they give their students. Nationally known experts  
 on teaching writing also make presentations. (Ex-  
 tensive examples of writing from participants in the  
 1980 summer institute and from their students con-  
 cerning their responses to learning about the writing  
 process and the project are included.) (MKM)

**ED 198 569** CS 206 158

Humes, Ann, Ed. And Others

*Moving between Practice and Research in Writing.*  
 Southwest Regional Laboratory for Educational Re-  
 search and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education  
 (DHEW), Washington, D.C.

Pub Date—81

Note—168p.; Proceedings of the National Institute  
 of Education-The Fund for the Improvement of  
 Postsecondary Education Grantee Workshop  
 (Los Alamitos, CA, September 1980).

Available from—Accounting Department, SWRL  
 Educational Research and Development, 4665  
 Lampson Ave., Los Alamitos, CA 90720 (\$3.50,  
 plus 6% sales tax for California residents).

Pub Type—Collected Works - Proceedings (021) —  
 Reports - Descriptive (141) — Guides - Class-  
 room - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Availa-  
 ble from EDRS.

Descriptors—College English, Disadvantaged, Ele-  
 mentary Secondary Education, English Curricu-  
 lum, \*English Teacher Education, Higher  
 Education, Language Variation, Literacy Educa-



tion, Sociolinguistics, \*Writing Instruction, \*Writing Processes, \*Writing Research, \*Writing Skills

Identifiers—Holistic Evaluation, Writing across the Curriculum, \*Writing Evaluation

This volume focuses on papers presented by grantees supported by the National Institute of Education and the Fund for the Improvement of Postsecondary Education at a meeting held in September, 1980. Papers are grouped into the following sections: composing processes and development, writing assessment, writing instruction in context, the writing teacher, language variation and writing, and functions of writing outside of school. Roger Shuy's concluding remarks highlight some of the issues that mark the recent work in writing: (1) writing is seen as critically related to broad individual abilities, rather than as a set of narrow skills; (2) there is a new interest at looking at the processes involved in writing rather than just at the products or finished products; (3) there is a greater emphasis on the functions than on the forms of writing; (4) new emphasis is being given to writing as social discourse; (5) language variation and cultural context, particularly with nonstandard dialects or bilingualism, are seen as deserving more attention in writing; (6) there is a general belief that instruction puts too much emphasis on surface features like grammar and spelling, but there is no consensus about how seriously to treat errors; and (7) teaching writing is difficult, and a major problem is that many teachers of writing are not knowledgeable or experienced writers. (HOD)

ED 198 570 CS 503 135

Hensley, Wayne E. Sanford, David L.

Personality as a Determinate of Response Dimension Scaling for Likert Rating Categories.

Pub Date—Apr 81

Note—26p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 8-10, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anxiety, Attitude Measures, Behavioral Science Research, College Students, Communication Problems, Communication Research, Higher Education, \*Personality Traits, Rating Scales, \*Research Problems, \*Response Style (Tests), \*Scaling, Self Esteem, \*Semantic Differential, Social Science Research

Identifiers—Communication Apprehension, \*Likert Scales

A study was designed to evaluate the use of summated rating (Likert) scales of agreement, evaluation, and frequency. The subjects, 58 female and 45 male college students, rank ordered the descriptive adjectives for the areas of agreement, evaluation, and frequency on a scale of 1 to 100. They also completed the Personal Report of Communication Apprehension (PRCA) and the Rosenberg self-esteem measure. The analysis of the subjects' ratings of the three sets of descriptive adjectives supported earlier research by P. E. Spector, indicating that the assumptions of equal interval scaling were untenable. Thus, the differences between the "a priori" method of selecting standard scale response values and the actual scales used by each subject produce important differences in the interpretation of social science research. Another finding was that different personality types used the response categories of agreement, evaluation, and frequency in significantly different ways. Subjects with low self-esteem and high apprehension were in less agreement about the meaning of the terms than the subjects with high self-esteem and confidence. The findings also suggested that the center regions of the scales were more stable than the ends, and that the negative ends of the scales might be more unstable than the positive ends. (RL)

ED 198 571 CS 503 191

Hensley, Wayne E.

Professor Proxemics: Personality and Job Demands as Factors of Faculty Office Arrangement.

Pub Date—Apr 81

Note—25p; Paper presented at the Annual Meeting of the Southern States Speech Association (Austin, TX, April 8-10, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, \*College Faculty, \*Communication Research, \*Design Preferences, Higher Education, Personality, \*Per-

sonal Space, Physical Environment, \*Space Utilization, \*Teacher Attitudes, Teacher Behavior, \*Teacher Responsibility

Proxemic behavior in faculty offices was studied by observing the effects of teacher attitudes on desk placements. In addition, two variables of job demand—number of students taught and advising responsibilities—were also surveyed to ascertain their relationship to desk placement. During interviews with 89 randomly selected faculty, the subjects completed a survey of educational attitudes while the interviewers sketched diagrams of the teachers' offices. The data indicated that when a teacher high in traditionalist orientations had no advisees, the desk arrangement was usually closed. The teacher low on traditionalism with no advisees overwhelmingly chose an open desk arrangement. Apparently, individuals who see the world in different ways tend to use their territory in different ways as well. However, as the number of advisees increased to 16 or more, the high traditionalist teacher became indistinguishable from the low traditionalist teacher. In short, without some prior knowledge of both the number of advisees and the total number of students taught, any inferences made about the educational orientations of the faculty member based solely on office arrangement would be perilous. Thus, proxemic behavior, like all other human behavior, must be put into a total context to be meaningful. (RL)

ED 198 572 CS 503 194

Grossberg, Lawrence

Intersubjectivity and the Conceptualization of Communication.

Pub Date—May 80

Note—38p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication (Thought Transfer), \*Concept Formation, Interaction, Interpersonal Competence, Semiotics, \*Speech Communication

Identifiers—\*Intersubjectivity

Treating views of communication through consideration of contrasting conceptions of intersubjectivity is possible because the two domains are articulated in different terms and are at the same time closely identified. There are three images of intersubjectivity that reflect the dominant ways in which the dichotomy of the individual and the social has been conceived and reconciled: (1) as absolutely separated, independent terms brought together; (2) as terms existing in interaction with one another; (3) or as terms in a hierarchical relation of constitution. Each of these images presents three different ways of asking the question of how communication is possible. Two alternative answers to each of the three forms of the question of communication generate six discrete views within which the transcendence of the individuality of meaning in communication is accounted for. (HOD)

ED 198 573 CS 503 208

Freimuth, Vicki S. Van Nevel, J. Paul

The Role of Gatekeepers in the Asbestos Awareness Campaign.

Spons Agency—National Cancer Inst. (NIH), Bethesda, Md.

Pub Date—May 80

Note—37p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Advertising, Change Agents, Change Strategies, Communication Research, \*Information Dissemination, Mass Media, \*Media Research, \*Public Affairs Education, \*Public Health, Public Relations

Identifiers—Asbestos, \*Gatekeeper Role, Media Role, \*Public Service Advertising

The role of news media as gatekeepers controlling the flow of information that the public receives was explored during the 1978 Asbestos Awareness campaign conducted by the Department of Health, Education, and Welfare (HEW). In an effort to inform high risk workers and the general public about the health hazards associated with asbestos exposure, HEW produced and distributed public service announcements (PSAs) to radio and television networks and distributed packets of information about asbestos to newspapers. Gallup Polls conducted

three times during the campaign indicated an increase in public awareness of asbestos dangers. The results of the follow-up of this model PSA campaign suggested the importance of considering the media's role as gatekeeper when assessing the effectiveness of an information dissemination campaign, particularly the role of print media, which are able to alter information for editorial purposes and may often have sensationalistic priorities for the nature of their coverage of public service topics. (HTH)

ED 198 574 CS 503 215

Breen, Myles P.

Television News as Drama: An International Perspective.

Pub Date—Apr 81

Note—21p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*International Relations, Journalism, \*News Media, \*News Reporting, Production Techniques, \*Programming (Broadcast), \*Television

An observer can identify a trend in television news presentation style toward the dramatic, not only in the sets and the personnel, but more importantly in the choice of what is deemed newsworthy. A thesis is proposed by many suggesting that television is a regular ritual of many viewers of which news is a minor part and that television's first mission is not to inform or even to entertain, but to move goods. Ultimately then, the reason for drama on the news is that it attracts audiences for advertisers. Also, information programming is now cheaper to produce than most entertainment programming and is becoming more profitable every year. International criticism of this trend in the United States is based on concerns that two-thirds of the world's daily output of news comes directly or indirectly from New York; is ethnocentric; overemphasizes celebrities, the bizarre, and disasters; and ignores developmental journalism. There is also concern that because the U. S. media do not give a realistic view of the world by favoring the dramatic, the U. S. public has often been kept unaware by international developments. (MKM)

ED 198 575 CS 503 239

Bauer, Connie L. And Others

A Dynamic Model of Group Interaction.

Pub Date—May 80

Note—32p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, \*Group Dynamics, \*Interaction, \*Interaction Process Analysis, \*Models, \*Speech Communication, \*Theories

A theory of group interaction with a focus on the trajectories of relevant variables as they change over time is developed in this paper. The four major components of the group interaction process (communication, conflict, involvement, and centralization) are presented and conceptually defined, and the nature of their interdependence is discussed. For the major components, the paper defines a set of actual values, a set of expectancies, and a set of discrepancies. Based on these variables, it then presents a set of difference equations, a set of differential equations, and a computer simulation as three forms of the model of the group interaction process. It suggests a time series study for collecting the necessary data to test the model. Appropriate methods of analyzing the data and testing the model are also discussed. (FL)

ED 198 576 CS 503 242

Fodor, John T. And Others

Intercultural Health Communication in Three Different Settings.

Pub Date—May 80

Note—42p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Communication Problems, Communication Skills, Course Descriptions, Cultural Influences, Educational Needs, Foreign Countries, \*Health Education, \*Health Needs, \*Health Personnel, Higher Education, Immigrants, Mexican Americans, Social Influences, \*Speech Communication

**Identifiers**—California State University Northridge, \*Intercultural Communication, Japan, Mexico, Nepal

This paper on the importance of intercultural communication focuses on the health care needs of people in the United States and other countries and on the communication problems the diverse cultures of these countries present for health care professionals. The paper first discusses the cultural orientations of Mexican immigrants in the United States, the peoples of Nepal, and the Japanese, and the health problems of each of these populations. It then explores the need for intercultural communication training within health care curricula to enable professionals to work effectively in these cultures. The paper next presents an outline for an intercultural communication course designed for health care majors at California State University (Northridge) that (1) explores different sociocultural factors, role theory, attitudes and values, language, and verbal and nonverbal communication and (2) provides field experience in an intercultural health setting. Appendixes include a class syllabus, an intercultural communication bibliography, and required courses for health education degrees. (HTH)

**ED 198 577** CS 503 249

Rohrer, Daniel Morgan

**A Theory of Argumentation, Rhetorical Criticism and the Universal Audience.**

**Pub Date**—Nov 80

**Note**—41p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

**Pub Type**—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Audiences, Communication Research, \*Decision Making, Models, \*Persuasive Discourse, \*Policy Formation, \*Rhetoric, \*Rhetorical Criticism, Speech Communication

Emphasizing the need for sound logic in the decision making and policy making process, this paper equates the concept of rationality with the universal audience as a means of analyzing argument, evaluating rhetoric, and persuading audiences. The paper argues that the policy systems paradigm most approximates this objective within the context of rhetoric, argumentation, and advocacy. After setting forth the premises of the policy systems model, the paper considers the following elements of the universal audience: (1) its essence in the matrix of other audiences; (2) argumentation and the rational ordering of uncertainty; (3) "should" resolutions and the rhetoric of policy; (4) convincing, persuading, and the elite position; (5) the culturebound and timebound audience; (6) the political model; (7) the legal model; and (8) the general will and the categorical imperative. (FL)

**ED 198 578** CS 503 252

Trauth, Denise M. Huffman, John L.

**After "Ginsberg" and "Tinker": Book Banning and Minor's First Amendment Rights.**

**Pub Date**—Nov 80

**Note**—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

**Pub Type**—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adolescents, \*Books, \*Censorship, \*Court Litigation, \*Federal Courts, \*Freedom of Speech, High Schools, High School Students, \*Student Rights, Trend Analysis

Through an analysis of the six federal book banning cases that have been adjudicated in the past decade since "Ginsberg v. New York" and "Tinker v. Des Moines Independent School District," this paper explores the difference in current First Amendment theory in the area of student access to books. A review of the six cases indicates that the federal courts are not in agreement in the area of delineating the First Amendment rights of minors, and different federal circuit courts of appeals are moving in different judicial directions, each relying

on its own interpretation of the standards proposed by the Supreme Court in "Ginsberg" and "Tinker." The Review concludes that different courts have used the language of these two cases to arrive at widely varying positions on what First Amendment rights public high school students enjoy in the area of access to books. (MKM)

**ED 198 579** CS 503 253

Williamson-Ige, Dorothy

**A Rhetorical Analysis on Black American Women Regarding the Women's Liberation Movement.**

**Pub Date**—Nov 80

**Note**—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980). Contains broken print.

**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Authors, \*Black Attitudes, \*Blacks, \*Communication Research, Comparative Analysis, \*Discourse Analysis, \*Females, \*Feminism, Individual Differences, Rhetorical Criticism, Speech Communication

**Identifiers**—\*Chisholm (Shirley), Morrison (Toni), Staples (Robert)

Molefi K. Asante's Afrocentric methodology was used in analyzing the rhetoric of Congresswoman Shirley Chisholm, writer Toni Morrison, and sociologist Robert Staples on the women's movement. Three conclusions were drawn from this analysis: (1) that the three rhetors noted more differences than similarities between black and white females; (2) that they had varying opinions on whether black females should join with white females in the women's movement; and (3) that they disagreed on whether the impact of feminist rhetoric on the black community was positive or negative. In addition to analyzing messages for content, the three spokespersons were ranked in two major categories—best rhetorical effort and best Afrocentric effort. The analysis indicated that Chisholm ranked higher on rhetorical effort, probably because she had appeal to broader audiences, while Morrison and Staples ranked equally high on overall Afrocentric efforts. (Appendixes contain a copy of the measurement instrument used in the study and lists for each rhetor summarizing similarities and differences between black females and white females. A selected bibliography on the topic is also included.) (RL)

**ED 198 580** CS 503 257

Deetz, Stanley

**Language as Dialogic: A Look at the Problem of Intersubjectivity in Interpersonal Communication.**

**Pub Date**—Sep 79

**Note**—29p.

**Pub Type**—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Communication (Thought Transfer), Communication Research, \*Interaction, \*Interpersonal Competence, \*Interpersonal Relationship, Literature Reviews, \*Speech Communication

Defining intersubjectivity as the accomplishment of consensus between two independently existing persons, this paper posits that concept as intrinsic to the study of interpersonal communication. The paper isolates basic assumptions underlying current approaches to conceptualizing intersubjectivity in the interpersonal communication literature. It then introduces a hermeneutic account of language as an alternative to these assumptions, thus reconceptualizing intersubjectivity as an a priori for communication rather than a condition derived from communication. In conclusion, it explores the implications of this conception for other concepts such as "self," "authenticity," and "human understanding." (Author/FL)

**ED 198 581** CS 503 258

Hampe, Dale

**Symbolization and Fallacy.**

**Pub Date**—Nov 80

**Note**—43p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

**Pub Type**—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Abstract Reasoning, \*Cognitive Processes, Communication (Thought Transfer), \*Creative Thinking, Imagery, Knowledge Level, Language Processing, Learning Theories, Literature Reviews, \*Logical Thinking, Metaphors, Symbolic Learning, \*Symbolism, \*Verbal Stimuli

**Identifiers**—\*Fallacies, \*Nonverbal Stimuli, Symbolic Thinking

Research indicates that people have two distinct information processing modalities, one for verbal material and one for nonverbal material. The nonverbal mode is used for visual images and is characterized by creative and relatively undisciplined associations. The verbal mode deals with abstract stimuli and is restrained by logic and the need to process information sequentially. Use of a particular mode can be controlled to a great extent by the concreteness of the message stimulus, with concrete symbols handled nonverbally and abstract ones verbally. Since reasoning is related to this dual coding theory, a limited theory of fallacy has been developed, suggesting two kinds of fallacies: those that depend on an increase in concreteness, and those that are caused by excess abstractness. Though limited in scope, this theory promises to be testable. (Author/RL)

**ED 198 582** CS 503 260

Glasser, Theodore L. Jassem, Harvey C.

**The Right Not to Hear as a Rationale for Broadcast Regulation: A Review and an Appraisal.**

**Pub Date**—Nov 80

**Note**—23p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

**Pub Type**—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adults, \*Broadcast Industry, Children, Constitutional Law, \*Court Litigation, \*Federal Regulation, \*Freedom of Speech, \*Privacy, \*Programming (Broadcast), Radio

**Identifiers**—\*Obscenity

"FCC v. Pacific Foundation," a 1978 case involving a radio broadcast considered to be indecent, was the first United States Supreme Court litigation using the right of privacy, or the right not to hear, as a rationale for broadcast regulation of programming. The issue of pornography best illustrates the judiciary's understanding of the conflict between the right to be heard and the right not to hear. The ruling in the "Pacific" case maintained that it was not that the content of the indecent speech was not protected, but rather, the manner in which it was presented—over the broadcast media when children might be listening—that strips the presentation of its constitutional right to be heard. However, since broadcasters cannot guarantee that no children will be in a supposedly adult audience, the right not to hear is not viable justification for reducing an adult listener's freedom through broadcast regulation. Parents and guardians must accept the responsibility for monitoring a child's exposure to broadcast media. (HTH)

**ED 198 583** CS 503 263

DiSalvo, Vincent Stephen Steere, James R., III

**An Identification of Communication Skills and Problems Found in Organization Related Careers.**

**Pub Date**—Nov 80

**Note**—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Communication Problems, \*Communication Research, \*Communication Skills, Graduate Surveys, Higher Education, \*Job Skills, Occupational Information, \*Organizational Communication, \*Speech Communication, Speech Curriculum, Speech Instruction

To identify the communication activities and problems found in the world of work, the Communication Activity Questionnaire (CAQ) was developed and mailed to 500 recent graduates from professional and preprofessional colleges and departments of a midwestern university. The questionnaire requested the subjects to rate 17 communication activities in terms of how important each was to the completion of their jobs and to rate the occurrence of 23 communication problems. Forty-one percent of the subjects responded. The data they provided revealed nine activities as being

most important in the world of work: (1) relationship building, (2) listening, (3) giving feedback, (4) routine information exchanging, (5) soliciting feedback, (6) persuading, (7) advising, (8) negotiating, and (9) motivating. With regard to career types, finance and personnel careers required the most communication activities for task completion while engineering required the fewest. The most typical contexts in which these activities occurred were on an individual basis or in dyads. The most serious problems facing the respondents were failing to receive needed information, not receiving information on time, difficulty in getting answers from superiors, misunderstandings between people, and failure to give clear instructions. (FL)

**ED 198 584** CS 503 264  
Hudson, David D.

**The Primary Aim of Speech Communication Education: Some Potential Concerns for Members of the Discipline.**

Pub Date—Feb 81

Note—15p; Paper presented at the Annual Meeting of the Western Speech Communication Association (52nd, San Jose, CA, February 14-17, 1981).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Philosophy, Higher Education, \*Relevance (Education), \*Speech Communication, \*Speech Curriculum, \*Speech Instruction

Identifiers—Maritain (Jacques)

Following a brief discussion of the works of the philosopher Jacques Maritain, who viewed the educational process as the act of helping individuals to realize the nature of that which is inherent in them, this paper analyzes the implications of Maritain's views for the discipline of speech communication. The paper suggests that education in speech communication must emerge from a consideration of what the individual is in his or her fundamental nature and must stimulate and direct the individual's natural and inevitable powers of the spoken word so that these powers are developed and perfected. The paper also explores five concerns for members of the discipline: (1) a disregard for the primary end of education, (2) false or ill-defined ideas concerning that end, (3) an overemphasis on the pragmatic aspects of education, (4) an overemphasis on social development and a lack of emphasis on the acquisition of personal autonomy, and (5) an overemphasis on precision and technical specialization. (Author/FL)

**ED 198 585** CS 503 265

Lindolf, Thomas R.

**Fantasy Activity and the Televiewing Event: Considerations for an Information Processing Construct of Involvement.**

Pub Date—May 80

Note—38p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Attention Control, Behavioral Science Research, \*Cognitive Processes, \*Fantasy, Higher Education, Hypothesis Testing, \*Imagination, \*Models, Research Design, \*Television Viewing, \*Theories

The simile ties between television viewing and fantasy activity (daydreaming, reverie, mind-wandering, internal dialogue) more than warrant the building of a theoretical construct, especially in the context of recent empirical research on television viewing consequences. A construct of the television viewing process, based on cognitive theories of fantasy activity would be based on the following similarities between television viewing and fantasy activity: (1) their physical correlates, such as eye fixations and relaxed, low arousal states; (2) their nonvolitional and effortless natures; (3) their lack of evaluative operations; (4) their allowances for sampling viewing styles (viewing may occur concurrently with operant activity, or in alternation with directed thought); (5) the adaptive character of their content; and (6) the lack of responsibility or obligation to act on or reply to what is presented. Although normal television viewing seems to facilitate behaviors analogous to self-generated fantasy, acceptance of the construct of television viewing as fantasy activity places logical limits on the value of

the "perceived reality" approach to assessing viewers' responses. (RL)

**ED 198 586** CS 503 268

Parcells, Frank E.

**The Status of Small Group Discussion Instruction and Curricula in the Illinois Community and Junior Colleges.**

Pub Date—Apr 79

Note—55p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Community Colleges, Course Content, Curriculum Research, \*Small Group Instruction, \*Speech Curriculum, State Surveys, \*Two Year Colleges

Identifiers—Illinois

A survey questionnaire was sent to speech instructors at 55 public and private community and junior colleges in Illinois to determine the status of small group discussion instruction and curricula. In addition, careful examination was given to course catalogs and general sources that have a direct relationship to the community and junior colleges in Illinois. Results indicated that (1) a group discussion course was offered in 52% of the community and junior colleges, while the remaining 48% have no type of small group course; (2) all of the colleges offering a small group discussion course listed it as part of a specific department; (3) the most significant areas of the course were problem solving techniques, leadership, decision making, group processes, and observation and evaluation; (4) of the textbooks identified, the E. and N. Borman, J. Brilhart and the B. Patton and K. Griffin texts were the most popular; and (5) all instructors responded that students were provided with an explanation of the theory, concepts, and processes of small group discussion during the basic course, as well as participating in discussions during class time. (HOD)

**ED 198 587** CS 503 269

Pearson, Judy C.

**A Factor Analytic Study of the Items in the Personal Report of Communication Apprehension and the Rathus Assertivness Schedule.**

Pub Date—May 80

Note—22p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Parts may not reproduce clearly.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, \*Assertiveness, Communication Problems, \*Communication Research, \*Factor Analysis, Factor Structure, Higher Education, \*Interpersonal Competence, \*Rating Scales, \*Speech Communication

Identifiers—\*Communication Apprehension, Personal Report of Communication Apprehension, Rathus Assertivness Schedule

A study was undertaken to determine the relationship between assertiveness and communication apprehension by examining common factors that exist between the items on the Rathus Assertivness Schedule and the Personal Report of Communication Apprehension. The two instruments were administered to students at a large midwestern university. Responses to the two instruments were submitted to a principal components factor analysis with varimax rotation. The six factors that emerged were: (1) apprehension about public speaking, (2) apprehension about interpersonal communication, (3) preventing others from taking advantage, (4) candidness, (5) contentiousness, and (6) the making of complaints in restaurants. The first factor came exclusively from the Personal Report of Communication Apprehension, the second factor came from both instruments, and the remaining factors came exclusively from the Rathus Assertivness Schedule. Since the linkage between assertiveness and apprehension about communication as measured by these instruments appears to be the common factor of apprehension about interpersonal communication, the recommendation of assertiveness training for persons suffering from anxiety in interpersonal situations appears valid. (MKM)

**ED 198 588**

Young, Jerald W.

**Willingness to Disclose Symptoms to a Male Physician: Effects of the Physician's Physical Attractiveness, Body Area of Symptom and the Patient's Self-Esteem, Locus of Control and Sex.**

Pub Date—May 80

Note—31p; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Behavioral Science Research, College Students, Communication Problems, \*Communication Research, \*Disclosure, \*Interpersonal Attraction, Locus of Control, Physical Characteristics, \*Physician Patient Relationship, Self Esteem, Sex Differences, Sex Stereotypes

Two experiments involving 49 male and 49 female college students were conducted to determine the effects of physician physical attractiveness on the patients' disclosures of personal information (symptoms). In the first experiment, subjects rated pictures of physicians for physical attractiveness and reported their willingness to disclose and discuss with each physician various symptoms and fears related to private parts of the body, mental illness, and nonprivate parts of the body. In the second experiment, subjects were given pictures of the two most attractive and two least attractive physicians as revealed in the first study and asked to report their willingness to disclose symptoms related to the same three areas. Results from the first experiment showed that willingness to disclose symptoms to a male physician was found to be related to the physician's physical attractiveness and the types of symptoms, but not the sex of the patient. The second experiment replicated the findings of the first experiment, with the additional finding that increased symptom disclosure was associated with patients who had higher self-esteem and internal locus of control—but only when disclosing the information to the less attractive physicians. (RL)

**ED 198 589** CS 503 271

Gruneberg, Mark D. Boileau, Don

**Measuring Communication Competency.**

Pub Date—3 Jul 78

Note—30p.

Pub Type—Information Analyses (070)—Journal Articles (080)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Communication Skills, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, \*Listening Skills, \*Minimum Competencies, \*Minimum Competency Testing, Oral Language, Speech Communication, Speech Curriculum, Speech Instruction, \*Speech Skills, Speech Tests, State Programs

Identifiers—Michigan, Speech Communication Association

Three sets of goals useful for assessing student competencies in speaking and listening are reviewed in this paper. The first instrument examined, derived from a report of that Speech Communication Association's National Project on Speech Communication Competencies for all grades, lists (1) five assumptions concerning the nature of communication competence, (2) four principal features that control the actual performance of language in a social context, and (3) five categories of communication functions: controlling, feeling, informing, ritualizing, and imagining, with possible activities listed in all categories. The second instrument described the Michigan State Department of Education's plan for measuring minimum speaking and listening skills in the fourth, seventh, and tenth grades—has objectives grouped under the categories of basic principles of conversation, group discussions, creative activities, public speaking, and critical listening. The third system described, designed by the Speech Communication Association's Task Force on Defining Speech Communication Competencies for High School Graduates, lists 22 competencies in the categories of communication codes, oral message evaluation, basic oral skills, and human relations. (MKM)



## ED 198 590

CS 503 272

Kipper, Philip

The Television Closeup Shot and Dissonant Verbal and Visual Sources.

Pub Date—Feb 81

Note—21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981).  
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, \*Credibility, \*Nonverbal Communication, Paralinguistics, \*Production Techniques, Research Design, Research Needs, \*Television Research, \*Verbal Stimuli, \*Visual Stimuli

Identifiers—\*Camera Angles

The purpose of this paper is to analyze the television production components and to suggest the research hypotheses and designs that will yield a more systematic exploration of the importance of the use of facial closeups in television interviews. The first part of the paper discusses three potential factors that may influence a viewer's judgment of a screen subject's message: (1) the dissonance between facial and verbal sources and the apparently greater "trustworthiness" of the message from the face, (2) the ability of the closeup shot to strongly concentrate attention on a given face, and (3) the visual context in which the closeup appears. The second part of the paper discusses several possible scenarios concerning the relative influence of these three factors and offers both the hypotheses these scenarios suggest and an experimental design for testing the hypotheses. The conclusion of the paper examines the implications such research might have, particularly that the facial closeup shot is a powerful and potentially dangerous tool for eliciting specific viewer responses to television interviews. (RL)

## ED 198 591

CS 503 273

Benjamin, Barbaranne J.

Implications of Research on the Geriatric Voice.

Pub Date—Nov 80

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Reports - Research (143) — Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aging (Individuals), \*Articulation (Speech), Clinical Diagnosis, \*Communication Research, Identification, Literature Reviews, Measurement Techniques, \*Older Adults, Speech, Voice Disorders, Young Adults

Identifiers—\*Voice Qualities

Noting that the progressive aging of the American population has created a need for a body of knowledge about the vocal characteristics associated with aging, this paper provides information on geriatric voice. The first section of the paper contains a selected bibliography of materials concerning geriatric voice, including literature on the need for research on how aging affects the voice; the physiological changes that produce voice changes; the perceived characteristics of the geriatric voice, such as slow rate, imprecise articulation, hoarseness, and laryngeal tension; and the objective measurement of the aged voice. The second section briefly describes an original research project on the geriatric voice that has implications for communication specialists. This section discusses the methodology used to collect data about the vocal characteristics of 20 young adults and 20 older adults. It also reports the results of the research, indicating what speech characteristics changed over time and how the objective measures used could apply to the diagnosis of abnormalities in the geriatric voice. (RL)

## ED 198 592

CS 503 274

Blackman, Bernard I.

Toward a Grounded Theory for Intercultural Communication.

Pub Date—Nov 80

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication (Thought Transfer), Communication Research, \*Cultural Interrelationships, Interaction, Needs Assessment, \*Research Methodology, \*Speech Communication

Identifiers—\*Grounded Theory, \*Intercultural Communication

Noting a consensus among intercultural communication researchers regarding the present lack of theory and methodology, this paper discusses how to develop a theory that simultaneously provides explanation, direction, and practical information. It first discusses criticisms of intercultural communication and identifies the most important issues, particularly the need for complex, holistic models that can describe and explain intercultural communication. It then explains "grounded theory," and identifies four interrelated properties that make this theory accessible for application by practitioners: (1) the theory was developed from direct contact with data, therefore it fits the data better than deductively derived theories that are imposed from a priori premises; (2) its postulates parallel natural human processing; (3) its variables can be identified and predictions made about relationships and outcomes; and (4) it is flexible and modifiable. The paper concludes with a discussion of the implications of this model for the field of intercultural communication. (FL)

## ED 198 593

CS 503 275

Kane, Peter E., Ed.

Free Speech Yearbook 1980.

Speech Communication Association, Falls Church, Va. Commission on Freedom of Speech.

Pub Date—81

Note—128p.

Available from—Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 (\$5.50).

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Measures, Bibliographies, Censorship, Civil Liberties, \*Communication (Thought Transfer), Court Litigation, \*Freedom of Speech, International Educational Exchange, \*Journalism, \*Mass Media, Moral Issues, Periodicals, Press Opinion, \*Speech Communication

The 11 articles in this collection deal with theoretical and practical freedom of speech issues. The topics covered are (1) the United States Supreme Court and communication theory; (2) truth, knowledge, and a democratic respect for diversity; (3) denial of freedom of speech in Jock Yablonski's campaign for the presidency of the United Mine Workers; (4) Samuel M. (Golden Rule) Jones, an unorthodox champion of free speech; (5) access rights to the mass media; (6) the effects of censorship on the valuation of sexually explicit messages; (7) international exchange of scientific information during crisis; (8) the Supreme Court and the First Amendment in 1979-1980; (9) H-bomb secrets and the "Progressive" magazine; and (10) trends, measurement, and individual difference considerations in attitudes toward free speech. The eleventh article is a bibliography of materials published from July 1979 to June 1980 dealing with freedom of speech. (FL)

## ED 198 594

CS 503 277

Bugental, Daphne B. And Others

Environmental Controllability and Social Attributions: Codeterminants of Unassertive Communication Patterns.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Assertiveness, Attribution Theory, Behavioral Science Research, \*Communication Research, Females, Higher Education, \*Inhibition, \*Interpersonal Competence, Interpersonal Relationship, Self Esteem, \*Social Behavior, \*Speech Habits

Sixty undergraduate women interacted in dyads with female experimental confederates in a study of the interactive effects of social attributions and environmental controllability on interpersonal assertion. The environment was systematically varied on two dimensions of social power or control: (1) social responsiveness of the confederate, and (2) control over visual information in the interaction. As predicted, there was a significant interaction between listener responsiveness and preexisting attributions made by the speaker. Compared with their baseline

voice quality during neutral messages, subjects with low self-perceived social power interacting with unresponsive confederates showed low voice assertion (content-filtered speech) during affective messages. No significant "visual access" effects were found. (Author/RL)

## ED 198 595

CS 503 278

Weider-Hatfield, Deborah

MIC Technique: Managing Interpersonal Conflict. A Unit in Conflict Management Communication Skills.

Pub Date—Feb 81

Note—18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Communication Skills, Conflict, \*Conflict Resolution, \*Course Content, Course Organization, Higher Education, \*Interpersonal Relationship, Speech Communication, \*Speech Curriculum

Identifiers—\*Interpersonal Communication

Classroom techniques associated with conflict management and the six stages in the Managing Interpersonal Conflict (MIC) technique that can be used in basic interpersonal communication courses are outlined in this paper. Before presenting information on the MIC technique, the paper discusses the use of Jay Hall's Conflict Management Survey (which measures styles of conflict management along the dimensions of concern for personal goals and concern for relationship) as a teaching device showing students their conflict styles and leading them to a discussion of developing an idealized style of conflict management. The explanation of the MIC technique emphasizes its six stages of conflict management, including (1) evaluating the conflict, (2) defining the conflict, (3) identifying goals mutually shared by both persons, (4) identifying a number of possible ways to resolve the conflict or solve the problem, (5) weighing goals against possible resolutions, and (6) evaluating the resolution after it has been put into effect for a period of time. In presenting these stages of the MIC technique, relevant interpersonal communication skills are discussed, along with examples of how each skill can be used in particular situations. (RL)

## ED 198 596

CS 503 279

Garrett, Roger L.

Comprehension, Message Intelligibility, and Knowledge of the Topic: A Supplementary Investigation.

Pub Date—Feb 81

Note—15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Auditory Discrimination, \*Auditory Perception, College Students, \*Communication Research, \*Cues, Higher Education, \*Language Processing, \*Listening Comprehension, Listening Skills, Prompting, Speech Communication

Identifiers—\*Message Distortion, \*Message Perception

A study explored whether cues given in advance of messages presented through noise were effective for increasing comprehension. Specifically, the study examined whether (1) relevant cues increased overall listening accuracy and (2) irrelevant cues impaired listening by introducing distortions into the processing of messages or simply decreased the likelihood that messages would be identified as a whole. Six normally hearing college students were presented with recorded messages—questions—which were masked through speech-shaped noise set at a constant level. A set of relevant and irrelevant cues had been developed for each question. The relevant cues were used as condition A, the no-cue condition was condition B, and the irrelevant cues condition was condition C. The cues were presented on cards to the subjects some five seconds before they heard the message (blank cards were used for condition B). The subjects answered each question and then repeated as much of it as they could hear. Results supported the view of listening as a process of locating in memory particular knowledge of a topic and then comprehending various messages related to that topic. In the case of irrelevant cues, the main effect was that of inhibiting the process of locating the topic; no real evidence for distortion associated

with the irrelevant cues as a factor in listening accuracy was found. (FL)

**ED 198 597** CS 503 280

Berry, Elizabeth  
Emma Goldman: A Study in Female Agitation.  
Pub Date—Feb 81

Note—29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).  
Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Historical Materials (060)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—\*Activism, \*Females, \*Freedom of Speech, \*Persuasive Discourse, Political Attitudes, \*Rhetoric, Rhetorical Criticism, Sex Bias, Speech Communication, \*Speeches  
Identifiers—\*Anarchy, \*Goldman (Emma), Radical Movements

The role of the agitator in society and the special characteristics of women agitators—in particular, Emma Goldman, an American anarchist from the early twentieth century—are discussed in this paper. Specific examples of the rhetoric used by Emma Goldman in her speeches (supporting anarchism, against women's suffrage, against abortion control, and for birth control) and comments about her by her contemporaries are used to illustrate her style and explain her effect. (MKM)

**ED 198 598** CS 503 281

Camden, Carl Kennedy, Carole  
Interruptions as an Index of Communication Dominance.

Pub Date—Feb 81  
Note—22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Adults, Behavioral Science Research, Behavior Patterns, \*Communication Research, Communication Skills, Females, Graduate Students, Higher Education, Interaction, Interpersonal Competence, \*Language Usage, Males, \*Sex Differences, \*Speech Communication

Identifiers—\*Communication Dominance, \*Interruption

A study was conducted to examine speech interruption patterns as an index of communication dominance and gender differences in language behavior. Six graduate student groups involving a total of 35 subjects were videotaped. The data extracted for study were 255 transcribed interruption sequences. A category system was developed and used to code preinterruption, interruption, and post-interruption speech behavior. Interruptions were found to be an inadequate communication dominance index. Additionally, graduate student women were found to be interrupted, to interrupt, and to speak following an interruption significantly more often than the graduate student men. No significant differences between the sexes were detected in type of preinterruption or postinterruption speech behavior; however, more cross-sex interruptions occurred than could be accounted for by chance alone. (Author/FL)

**ED 198 599** CS 503 282

Long, Kaylene A. Stroup, Karen Bruner  
Competency-Based Learning in British Public Address: An Instructional Development Approach.

Pub Date—Nov 80  
Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Guides - Classroom - Teacher (052)—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Competency Based Education, Course Objectives, Curriculum Development, Foreign Countries, Higher Education, History, Persuasive Discourse, \*Public Speaking, \*Rhetoric, \*Rhetorical Criticism, \*Speech Communication, \*Speech Curriculum

Identifiers—\*Great Britain

A competency based learning approach as applied to public address instructional development can help to achieve the following goals: (1) to enable students to grasp the history of the period under study, (2) to enable students to develop and apply rhetorical criticism skills, (3) to provide students with a course format of high interest value, (4) to enable students to perceive the relationship between

history and rhetoric, and (5) to allow students to develop research skills useful for studying other historical periods. Five learning structures can be defined in this particular approach: signal learning, chain learning, multiple discrimination, concept formation, and principle formation. To develop such a course it is important to recognize that a reciprocal relationship exists between course objectives, material selection, learning structures, and teaching tactics. A matrix analysis helps to determine whether the proposed course material is purposeful. A competency based approach gives students confidence and enables them to move beyond memorization of materials to an analysis and evaluation of the relationship of rhetoric and events. (HOD)

**ED 198 600** CS 503 283

Irwin, Harry  
Communication Courses for Business Students: Instructional Design and Curriculum Development for a Disciplinary Sequence in Communication Studies.

Pub Date—Jul 80  
Note—28p.; Paper presented at the Meeting of the National Conference of Business Communication Teachers (Nepean College of Advanced Education, July 3, 1980).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—\*Business Education, Course Descriptions, \*Curriculum Development, Foreign Countries, Higher Education, \*Sequential Approach, \*Speech Communication, \*Speech Curriculum

Identifiers—\*Kuring gai College of Advanced Education (Australia)

The communication sequence that is being developed to form part of the business degree program at Kuring-gai College of Advanced Education in Australia is described in this paper. In addition, the paper examines eight factors influencing curriculum decisions concerning the development of the disciplinary sequence. The eight factors reviewed are the influence of: (1) established criteria for a disciplinary sequence, (2) particular competency requirements as compulsory preparatory studies, (3) the specialist versus generalist debate, (4) staffing profiles, (5) student profiles and adult learning theory, (6) social science theorizing, (7) the "new discipline" and its frontiers, and (8) other resource needs. (FL)

**ED 198 601** CS 503 284

King, Corwin P.  
Alternatives to the Doctoral Dissertation in Speech Communication.

Pub Date—Feb 81  
Note—17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Change Strategies, \*Degree Requirements, Doctoral Degrees, \*Doctoral Dissertations, Employment Experience, \*Employment Qualifications, Higher Education, \*Job Training, Practicum Papers, \*Relevance (Education), \*Speech Communication

Identifiers—\*Dissertation Alternatives

The need to train speech communication students for new, nonacademic forms of employment has raised questions about whether the doctoral dissertation is of any significant value anymore and whether doctoral degree requirements should be modified. Ideally, the dissertation is supposed to contribute to the fund of scholarly knowledge in a student's field of study, familiarize the student with the tools of scholarly research, and promote the mental characteristics of self-discipline and perseverance. Unfortunately, in an effort to find a topic that is "do-able," students and advisors often minimize the question of whether the topic is worth doing. In addition, dissertations do not always demonstrate a student's grasp of the research process and, most importantly, dissertations do not demonstrate competencies needed outside of academic employment, such as managerial or interpersonal relation skills. Alternatives to the dissertation are twofold. The first involves completion of a research paper stressing the interpretation or use of existing research of a socially relevant nature. The second alternative involves the completion of an internship or "field experience" project, in which the student works at a job related to his or her academic training

and analyzes the experience for academic credit. Clearly, a balance is needed between the conduct of research and its translation to everyday work. (HTH)

## EA

**ED 198 602** EA 012 442

Cultural Pluralism.  
Dallas Independent School District, Tex.; International Management Training for Educational Change, Oslo (Norway).

Pub Date—[76]  
Note—26p.  
Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$3.00 plus mailing costs).

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Affirmative Action, Community Involvement, \*Cultural Pluralism, Curriculum Development, Educational Administration, Educational Innovation, Elementary Secondary Education, Nondiscriminatory Education, North American History, Racial Discrimination, Staff Development

An historical review of cultural pluralism in the United States provides the framework for this consideration of the affirmative action program in the Dallas Independent School District (Texas). The program was designed to eliminate institutional racism through initiating structural changes in curriculum and program improvement, management, personnel development, and community involvement. This report lists the changes instituted in each area on the basis of organization, content, function, and innovation and concludes with a plea for educators everywhere to take the initiative in institutional renewal. (Author/WD)

**ED 198 603** EA 012 444

Gray, Harry  
The Use of Case Studies in International Training Programmes for the Management of Educational Change.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—[76]  
Note—37p.

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$2.00 plus mailing costs).

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Case Studies, Elementary Secondary Education, Foreign Countries, Guidelines, Higher Education, \*International Educational Exchange

Experience in running international seminars is synthesized in this paper to provide guidelines on the use of case studies in introducing innovations in educational management. For purposes of international meetings, case studies offer universally available data and material in a form easily assimilated by delegates with varying linguistic abilities. The paper discusses problems in writing case studies, ways of giving international perspectives to national events, and case study types, issues, and analysis. (Author/WD)

**ED 198 604** EA 012 445

Management, Governance, and Finance. Kindergarten-Grade 12 Program. A Case Study.

International Management Training for Educational Change, Oslo (Norway); San Diego Unified School District, Calif.

Pub Date—Mar 76  
Note—134p.; Prepared for the IMTEC/OECD United States Bicentennial Seminar: Managing Change in Urban Schools (Boston, MA, October 10-29, 1976). Charts may be marginally legible due to small print of original document.

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$3.00 plus mailing costs).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC06 Plus Postage.**  
Descriptors—Administrative Organization, \*Board of Education Policy, Decentralization, \*Educational Administration, \*Educational Finance, Educational Planning, Elementary Secondary Education, Expenditures, Federal Aid, Financial Policy, Financial Services, Financial Support, \*Governance, Nonprofessional Personnel, School District Spending, School Personnel, School Taxes, Service Workers, State Aid, Tax Allocation

tion  
**Identifiers**—\*San Diego Unified School District CA  
 This document describes the organization, systems of management and governance, and financing of the San Diego Unified School District, serving over 122,000 students in California. The first chapter reviews the services provided by the district: instructional services, incorporating instructional personnel and programs; support service, including maintenance, secretarial, and other systems required for day-to-day operation of the district; and general services, the administrative and policy-making arm of the district. The second chapter discusses management and governance of the district, describing the organizational structure, factors affecting the development of that structure (such as district growth and both internal and external pressures), and issues that must be met by that structure (such as collective bargaining, legislation, and long-range planning). The final chapter explains district finances, identifying sources of income, restrictions on use of revenue, current issues affecting financing, and major aspects of district financial planning for the years 1976-1980. Extensive appendices include the operating policies of the district's board of education, a policy statement guiding the superintendent's dealings with other governmental bodies, sample organizational charts for divisions and departments, a section of the district's administrative procedures manual, and samples of job descriptions for district personnel. (PGD)

ED 198 605

EA 012 448

Livingston, Hugh

**Management and Governance of Urban School Systems. Part I. Decentralized Project No. 4 (Special Activity). International Management Training for Educational Change (IMTEC).**  
 International Management Training for Educational Change, Oslo (Norway).

Pub Date—2 Sep 76

Note—10p.; Prepared for the IMTEC/OECD United States Bicentennial Seminar: Managing Change in Urban Education (Boston, MA, October 10-29, 1976).

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$2.00 plus mailing costs).  
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Accountability, \*Administrative Problems, Citizen Participation, Decentralization, Declining Enrollment, Educational Objectives, Elementary Secondary Education, Financial Support, Governance, Management Systems, Staff Utilization, Urban Demography, \*Urban Education

Several of the major difficulties that faced urban school systems during the decade from 1965 to 1975 are considered briefly in this short document. One of these problems is the changing nature of the urban population and the resultant stresses on urban districts. Other issues include declining enrollment; insufficient financial support at local, state, and federal levels; inadequate staff utilization and personnel policies; citizen involvement in decision-making; and the accountability movement. Efforts to cope with these issues included installation of management systems like the programming planning budgeting system or management by objectives, introduction of community involvement in decision making (often through advisory councils), decentralization of governance, and provision of programs for improved staff and faculty training. (PGD)

ED 198 606

EA 012 449

Gaarder, A. Bruce

**Cultural Pluralism and Other Major Issues in American Education. Part I. Decentralized Project No. 4 (Special Activity). International Management Training for Educational Change (IMTEC).**

International Management Training for Educational Change, Oslo (Norway).

Pub Date—31 Aug 76

Note—48p.; Prepared for the IMTEC/OECD United States Bicentennial Seminar: Managing Change in Urban Education (Boston, MA, October 10-29, 1976). Some pages may not reproduce clearly due to light print of original document.

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$2.00 plus mailing costs).  
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Affirmative Action, Biculturalism, \*Bilingual Education, Bilingualism, \*Compensatory Education, Cultural Awareness, Cultural Background, \*Cultural Pluralism, Educationally Disadvantaged, Educational Objectives, Elementary Secondary Education, \*Equal Education, Minority Groups, \*Multicultural Education, Postsecondary Education, \*School Desegregation, Social History, Social Integration, Social Status, Sociocultural Patterns, Socioeconomic Status

Most of the dilemmas, contradictions, and inconsistencies that beset the nation's schools relate either directly or indirectly to the ambiguous, overworked twin concepts of cultural pluralism and the great American melting pot. Examination of the ethnic history of the United States reveals that those minorities urging cultural pluralism were effectively excluded from the benefits of American society while less visible minorities were being assimilated. These excluded minorities are now trying a different route to equity, without realizing that the methods they are using have historically resulted in the dissolution of the cultural groups using them. The traditional American concern for equality that underlies efforts at cultural pluralism also underlies many other no less complex movements in education; those for equal opportunity, compensatory education, desegregation, bilingual and bicultural education, and affirmative action. The philosophical roots and likely outcomes of these movements are explored in this document. (Author/PGD)

ED 198 607

EA 012 450

Goodlad, John I.

**Change Strategies and the Enhancement of Learning.**

International Management Training for Educational Change, Oslo (Norway).

Pub Date—28 Oct 76

Note—41p.; Prepared for the IMTEC/OECD United States Bicentennial Seminar: Managing Change in Urban Education (Boston, MA, October 10-29, 1976).

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$2.00 plus mailing costs).  
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Change Agents, \*Change Strategies, \*Educational Change, Educational Cooperation, Educational Improvement, Education Service Centers, Information Networks, Intervention, Models

**Identifiers**—\*Institute for the Development of Educ Activities, League of Cooperating Schools

The number of objectives that formal education is expected to achieve has grown incredibly over the years. The task of educating has become so complex that the problems are hardly comprehensible. As with other complex problems, people tend to turn in frustration to simplistic solutions. When educational variables are studied, unfortunately, no single variable appears to be the deciding factor. What is crucial is the manner in which the variables are combined in each specific situation. Making change strategies effective requires optimum functioning of each factor in the model. Analysis of the research on intervention reveals nine factors worthy of attention and manipulation, clustered loosely into four areas: subject matter and classroom organization; student aptitude, ability, and perseverance; instructional technique and expressiveness; and opportunity for learning and self-instructional media. Traditional strategies for educational improvement have involved statewide commissions and task forces, teacher education, and methods incorporating research, development, diffusion, and evaluation. A strategy used by the League of Cooperating Schools and the Institute for the Development of Educational Activities (I/D/E/A) over six years involved committed faculty and administrators, a network of peer schools, a resource center providing support, and ongoing communications between principals and between teachers. (Author/PGD)

ED 198 608

EA 012 451

Open School Concept in Austin, Texas.

Austin Independent School District, Tex.; International Management Training for Educational Change, Oslo (Norway).

Pub Date—[76]

Note—23p.

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$1.00 plus mailing costs).

**Pub Type**—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Change Strategies, Educational Innovation, Elementary Secondary Education, Non-traditional Education, \*Open Education, Open Plan Schools, Program Implementation, School Organization

**Identifiers**—\*Austin Independent School District TX

The open school concept used as an alternative to more traditional forms of schooling in selected elementary and secondary schools in Austin, Texas, includes seven major dimensions: individualized instruction, continuous progress of students, team teaching, multiage and multigrade grouping, differentiated staffing, open space classrooms and learning resource areas, and product and process evaluation. This document describes the context in which this innovation was implemented, the process of adopting the innovation, the organizational structure of the plan at both administrative and instructional levels, and evaluation processes. Anticipated and unexpected hindrances to implementation, strategies used to resolve these hindrances, and forces working for and against the change are listed. The continuation of the project, its impact on education in Austin, and 13 major strategies to use in future implementations of open school concept are discussed in the concluding section of the report. (PGD)

ED 198 609

EA 012 453

Reitan, Torleiv

Open Schools in Norway.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—May 74

Note—9p.; Prepared for the IMTEC training course on The Management of Change: Elementary Education (Lofthus, Norway, May 5-16, 1974).

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$1.00 plus mailing costs).  
 Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Community Control, \*Educational Change, Educational Facilities Design, Educational Facilities Planning, Educational Innovation, Elementary Education, Foreign Countries, \*Open Plan Schools, Program Implementation, School Community Relationship

**Identifiers**—\*Norway

School buildings designed in Norway during the early 1970s were frequently of the open plan type. This document briefly describes problems faced in the designing of open plan buildings and planning and implementation of educational activities appropriate to the new facilities. In anticipation of future elementary school construction, the document lists factors operating for and against the spread of the open plan concept. (PGD)

ED 198 610

EA 012 454

Open Plan Education: Sheffield-England. Management Analysis Paper.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—May 74

Note—14p.; Prepared by the English team attending the IMTEC training course on The Management of Change: Elementary Education (Lofthus, Norway, May 5-16, 1974).

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$1.00 plus mailing costs).  
 Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Administrator Role, \*Educational Change, Educational Facilities Design, \*Educational Facilities Planning, Educational Innovation, Elementary Education, Foreign Countries, \*Open Plan Schools, Parent Participation, Parent Role, Program Implementation, Teacher Role

**Identifiers**—England (Sheffield)  
 Changing concepts of elementary education led educators in Sheffield, England, to rethink their facility needs. A move to open plan schools was the result. Problems encountered in this move differed according to whether the new facilities were replacements for previously existing structures, remodelled buildings, or brand new schools serving new populations. In each case problems involved the changing roles of head teachers, assistant teachers, and parents. Unanticipated problems included additional teacher workload, necessary duplication of



materials, lack of nonprofessional assistance, inadequate storage, unexpected construction costs, and demands for learning resource centers. This document concludes with recommendations for the planning of future moves to open plan schools. (Author/PGD)

ED 198 611 EA 012 456

Rohr, Gunilla

Open Plan Schools in Malmo, Sweden. Management Analysis Paper.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—May 74

Note—12p; Prepared as a working document for the IMTEC training course on The Management of Change: Elementary Education (Lofthus, Norway, May 5-16, 1974).

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$1.00 plus mailing costs).

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, Educational Facilities Design, \*Educational Facilities Planning, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Foreign Countries, \*Open Plan Schools, Program Evaluation, Research Problems

Identifiers—Sweden (Malmo)

Recognition of new demands in Swedish education during the 1960s led to selection of eight principles to be considered in educational facilities planning. These principles concerned (1) freedom of students to change schools, (2) availability of school space for nonschool functions, (3) flexible use of spaces for varied student activities, (4) allowing for alternative student groupings, (5) encouraging staff cooperation and teamwork, (6) facilitating integration of subject matter taught, (7) ready access to media and study material, and (8) integration of remedial education. By 1974 eighteen schools covering varying levels from elementary to secondary levels had been built in the Malmo region with these principles incorporated to some degree. The process used to evaluate these schools and their success in attaining the new educational goals is described in this document, and problems identified in different aspects of the evaluation process are discussed. (Author/PGD)

ED 198 612 EA 012 457

Experiment in Full Time Public Education in Italy.

Management Analysis Paper.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—May 74

Note—9p; Prepared by the Italian team attending the IMTEC training course on The Management of Change: Elementary Education (Lofthus, Norway, May 5-16, 1974).

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$1.00 plus mailing costs).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, \*Educational Innovation, Educational Legislation, Elementary Education, Foreign Countries, Government School Relationship, \*Program Implementation

Identifiers—\*Italy

Pressures for innovation in administration and instruction at the elementary level in Italy's public education system during the 1960s led to two major pieces of legislation mandating five basic changes. These changes involved providing cultural enrichment programs, reassessing the relationship between teaching and learning, decreasing the social gap between teachers and students, expanding school attendance time from 25 to 35 hours per week, and involving parents, students, and the community in school management. An experiment in full-time elementary education conducted in a school in Adro, in northern Italy, involved several of these changes. Team teaching; nongraded, heterogeneous instructional grouping; teacher involvement in management; the use of outside consultants; increased use of audiovisual aids; and parent involvement are key elements in the new program. Several aspects of the implementation of this experiment are described briefly in this report, including funding, evaluation, factors supporting and hindering the change, and problems existing after implementation. Positive and negative factors affecting a similar project in another Italian city are provided for comparison. (Author/PGD)

ED 198 613

Dalin, Per

"The Creation of New Settings": A New School Society.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—1 Apr 75

Note—14p.

Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$2.00 plus mailing costs).

Pub Type—Opinion Papers (120) - Translations (170)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affiliated Schools, \*Change Strategies, \*Educational Change, Educational Cooperation, Educational Development, Educational Environment, Educational Planning, Foreign Countries, \*Organizational Change, Power Structure, Program Implementation, Program Proposals, Secondary Education, Social Structure

Identifiers—Europe (West), \*Norway

This proposal for effective educational change is concerned primarily with the establishment of more appropriate systems for structuring the educational process in Europe following the developments in educational philosophy during the 1960s. Designed specifically to apply to the educational system in Norway but based on principles applicable to western Europe in general, the proposal attempts to remedy problems in communication, attitude, cooperation, training, and related areas that hamper successful planning and realization of innovative relationship patterns among the persons involved in all aspects of education, from members of the community to governmental ministers. The author suggests development, implementation, and financing strategies for these innovations, and identifies several prerequisites for establishment of working relationships among the several national, local, and supra-national educational agencies that would have to be involved in the project. (PGD)

ED 198 614

Dalin, Per

Change Theory. Training for Change. International Programme for Teacher Training Institutions. Draft.

International Management Training for Educational Change, Oslo (Norway).

Pub Date—26 Feb 76

Note—29p; Some pages may be marginally legible. Available from—IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (\$2.00 plus mailing costs).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, \*Educational Change, Models, \*Organizational Change, Organizational Theories, Systems Analysis, Systems Approach, Systems Development

Identifiers—International Management Training for Educ Change

Educational change is a process occurring through time, a systemic and dynamic phenomenon in which every action leads to reactions in related areas of the system, and a multidimensional phenomenon requiring examination from the perspective of several disciplines. The success of an innovation depends on how the change process is managed, how the elements of the systems involved relate to each other and affect the dynamics of change, and how thoroughly the theories and hypotheses of the different disciplines studying change are understood, interrelated, and applied. International Management Training for Educational Change (IMTEC), a European organization, has developed a framework for analyzing educational change incorporating the concepts used in such disciplines as economics, anthropology, sociology, psychology, administrative and organizational science, and pedagogics, providing illumination on the major characteristics of the change process and its conflicts. This document discusses this framework for analysis, covering such topics as the definition of educational change, four popular models of change, a newly devised model, several barriers to change, organizational concerns affecting change, and systemic factors to consider whenever preparing for adoption of new organizational structures. (Author/PGD)

EA 012 458

ED 198 615

Porter, Paige

Implementation Issues in Federal Reform Efforts in Education: The United States and Australia.

Spons Agency—Australian Education Research and Development Committee, Canberra.

Pub Date—Apr 80

Note—36p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Sponsored in part by the U.S./Australian Educational Policy Research Project.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Change, \*Educational Innovation, Elementary Secondary Education, \*Federal Programs, Foreign Countries, Government School Relationship, Higher Education, \*Program Implementation

Identifiers—Australia

Multiple data sources are used in this study of educational change in the United States and Australia. The author considers political issues that may affect the implementation of educational reform efforts at the federal level, such as homogeneity versus heterogeneity, centralization versus decentralization, constitutional responsibility for education, egalitarianism, types of political structures, and modes of federal governmental influence on schools. He also discusses organizational issues that may affect the implementation of educational innovations at the school level. The paper concludes that policy makers who are concerned that their programs are implemented at the school level must be aware both of federal political factors and of significant, local organizational factors. (Author/WD)

ED 198 616

Bryant, B. J. And Others

Employment Factors Superintendents Use in Hiring Administrators for Their School Districts.

ASCUS Research Report.

Association for School, College, and University Staffing, Madison, Wis.

Pub Date—78

Note—16p.

Available from—ASCUS, Box 4411, Madison, WI 53711 (\$4.00 non-members; first copy free to members; additional copies \$2.00 for members; payment should accompany orders).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Administrator Qualifications, \*Administrators, \*Administrator Selection, Elementary Secondary Education, \*Employer Attitudes, \*Personnel Selection, \*Superintendents

A nationwide questionnaire provided the data for this study to gain insight into factors that are utilized in securing school administrators. The questionnaire was distributed to more than 200 superintendents and a return of 21 percent was realized. The survey revealed a continuing and close relationship between college placement officers and employers of school administrators, although school board associations and other agencies are becoming more involved in the school administrator selection process. Other findings indicated the importance of businesslike letters of application, possession of humanistic qualities, well-groomed personal appearance, previous administrative experience, letters of reference, verbal skills, self-confidence, and poise. (Author/WD)

ED 198 617

Thomas, M. Donald Lewy, Rafael

Education and Moral Conduct: Re-Discovering America.

Pub Date—1 Oct 78

Note—33p; Not available in paper copy due to marginal legibility of original document.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Codes of Ethics, \*Curriculum Development, Elementary Secondary Education, \*Ethical Instruction, Extracurricular Activities, Moral Values, School Activities, \*Values Clarification, \*Values Education

Identifiers—Salt Lake City School District UT

A historical overview of the teaching of moral conduct in schools forms the first part of this paper. The authors cite several precedents for education focused on producing high moral conduct and de-

EA 012 869

scribe the recent slackening of concern for moral education in our public schools. In the second part of the paper, the authors discuss the steps taken in the Salt Lake City (Utah) school district to stimulate moral conduct in students. The steps involved articulating moral principles, which were then adopted as a code of ethics for the district faculty, analyzing and reshaping the curriculum to facilitate moral learning, and planning appropriate in-school activities for students. After two years of implementation, the authors feel the program has been successful among both students and faculty, although they remain frustrated with the level of pupil commitment in the high schools. (Author/WD)

**ED 198 618** EA 012 918

**School-Based Management. The Best of ERIC on Educational Management, Number 53.**  
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Role, Annotated Bibliographies, \*Budgeting, Community Involvement, \*Decentralization, Decision Making, \*Educational Administration, Educational Vouchers, Elementary Secondary Education, \*Institutional Autonomy, Parent Participation, Principals, \*School Organization

Identifiers—\*School Based Management

The 11 items in this annotated bibliography on school-based management provide information on the pros and cons of the decentralization of budgeting, the administrative role, site management, and decision-making. Also discussed are the autonomy of schools, principals as educators with managerial skills, and education vouchers. The publications reviewed support the concept of school-based management because it encourages greater flexibility and faculty commitment, more effective communication, improved decision-making, and increased community involvement in public education. (WD)

**ED 198 619** EA 012 958

Kearney, C. Philip

**Accessing Power Structures: Some Practical and Successful Approaches.**

Pub Date—Mar 80

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Some paragraphs may not reproduce clearly due to broken print of original document.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrators, Decision Making, Inservice Education, Legislation, Lobbying, \*Policy Formation, \*Political Influences, \*Political Power, \*Power Structure, Seminars

Identifiers—Institute for Educational Leadership DC

Five approaches, designed by the Institute for Educational Leadership (IEL), help educational administrators gain access to the educational policy-making process. They include a year-long fellowship program, the Educational Policy Fellowship Program, for midcareer administrators to learn about policy-making at the federal, state, and local levels; the Educational Staff Seminar, which brings together educators, lawmakers, and other policy makers; and the Washington Policy Seminar, a program to educate administrators about the processes, personalities, and institutions that shape federal education policy. In addition, IEL offers the Associates Program for state decision makers and is making an effort, through Expanding Opportunities in Educational Research, to provide increased opportunities for minority and women researchers to become involved in policy processes. (Author/WD)

**ED 198 620** EA 012 981

**Dismissing Incompetent Teachers. The Best of ERIC on Educational Management, Number 54.**  
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 80

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Role, Court Litigation, Due Process, Elementary Secondary Education, \*Employment Practices, Remedial Programs, State Legislation, \*Teacher Dismissal, \*Teacher Effectiveness, \*Teacher Evaluation, Teacher Improvement, Tenure

Eleven publications are reviewed dealing with tenure laws, establishing criteria for teacher evaluation, due process, relevant state laws, legal case studies, remediation, and the principal's role. The literature agrees that dismissal of tenured teachers is possible if evaluation criteria and evidence of incompetence are clear and if administrators adhere strictly to state law and due process in the dismissal proceedings. (WD)

**ED 198 621** EA 013 053

**Individualized Instruction. Research Action Brief Number 14.**

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academically Gifted, \*Administrator Role, Behavior Problems, Disabilities, \*Educationally Disadvantaged, Elementary Secondary Education, High Risk Students, \*Individualized Instruction, \*Individualized Programs, Special Education, Teacher Attitudes

Identifiers—Education for All Handicapped Children Act

Individualized instruction is an old concept that has been newly mandated by the Education for All Handicapped Children Act of 1975. Although neither widely used nor well-defined, individualized instruction is particularly relevant for students who fall outside the norms, behaviorally or academically. It has particular value for ghetto students and delinquent male adolescents. Research indicates that gifted students also benefit from an individualized approach. In most individualized programs, students work at their own paces and pursue objectives based on their unique learning needs. Teachers employ a variety of teaching strategies geared to students' aptitudes and frequently evaluate student progress. Effective leadership from the principal, staff commitment, and upper-level administrative support are identified as keys to success in individualization. Teachers tend to become more effective with individualization over time. Decentralized management and a centralized curriculum also contribute to a successful program. (Author/WD)

**ED 198 622** EA 013 113

Joyce, Bruce And Others

**The California Staff Development Study: Instruments and Guidelines for Implementation in Schools.**

Booksend Laboratory, Palo Alto, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date—Sep 79

Contract—8543

Note—136p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Appendices not included.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Speeches/Meeting Pa-

pers (150)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Data Analysis, \*Data Collection, Elementary Secondary Education, \*Faculty Development, \*Formative Evaluation, Guidelines, \*Interviews, \*Questionnaires, Staff Development

This report presents concepts, procedures, and instruments to be used in studying staff development in educational settings. The report has been structured as a set of guidelines designed to help state agencies, county offices, teacher centers, universities, school districts, and local school faculties collaborate in investigating the dynamics of the staff development activities presently participated in by education personnel. The information thus collected can be used to design more favorable conditions under which educators can increase their skills and invigorate their professional lives. The report's main purpose is to achieve an active practical program for the improvement of staff development in the schools. The report provides an overview of the program, outlines the design of inquiries into the ecology of staff development, explains the interviewing process, discusses the questionnaires used, shows how to use the interview and questionnaire data to create profiles of individuals and of schools, discusses the use of feedback, and summarizes the projected full-scale operation of the plan and outlines the first workshop for a training task force. (Author/IRT)

**ED 198 623** EA 013 130

**Update on State-Wide School Finance Cases.**

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.

Pub Date—Apr 80

Note—55p; Prepared by the School Finance Project. For a related document, see ED 158 420. Available from—School Finance Project, Lawyers' Committee for Civil Rights Under Law, 733 15th St., N.W., Suite 520, Washington, DC 20005 (\$2.00).

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Education, Constitutional Law, Court Litigation, Discriminatory Legislation, \*Educational Finance, \*Equal Education, Equalization Aid, Equal Protection, Fiscal Capacity, Foundation Programs, Full State Funding, \*State Aid, State Courts, State Legislation, Tax Allocation, Tax Effort

This summary provides an overview of developments in school finance litigation since the United States Supreme Court's historic and lamentable 1973 ruling in "San Antonio Independent School District v. Rodriguez" that wealth-based discrimination in educational expenditures does not violate the equal protection clause of the Fourteenth Amendment to the federal Constitution. The failure of the Supreme Court to rule the Texas school finance system unconstitutional shifted school finance litigation to the state courts. The state cases are widely diverse in concept and scope depending on the state constitutional language, the mechanics of the school finance statute involved, and the factual setting. Some cases are broad-based attacks on the inequality of educational opportunity resulting from the systems concerned. Others focus on the state's failure to equalize for the effects of municipal overburden, urban education costs, or geographic concentrations of disadvantaged children. Fourteen pending cases in as many states and 22 terminated cases from 17 states, none decided prior to May 1974, are analyzed. (Author/PGD)

**ED 198 624** EA 013 136

Watson, Leonard E., Ed.

**Current Issues in the Management of Education.**

Proceedings of the Annual Conference of the British Educational Administration Society (8th, Sheffield, England, September 1979). Sheffield Papers in Educational Management, No. 12. British Educational Administration Society.

Pub Date—80

Note—268p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Cost Effectiveness, \*Declining Enrollment, \*Educational Administration, \*Educational Assessment, Educational Demand, \*Educational Finance, Educational Objectives, Educational Planning, Educational Policy, Edu-

cational Resources, Educational Supply, Elementary Secondary Education, Enrollment Trends, Evaluation Methods, Expenditures, Faculty, Foreign Countries, Postsecondary Education, Program Effectiveness, Resource Allocation, School Closing, School Personnel, School Size

Identifiers—England

This document presents edited versions of the keynote and seminar papers presented at the eighth annual conference of the British Educational Administration Society in 1979. The conference focused on the relation of educational management in England to three particular subjects: educational finance, enrollment decline, and the evaluation of educational institutions. The five papers relating to finance deal with school resources, particularly faculty; educational costs during economically trying times; secondary school costs; and the economics of small schools. The 13 papers devoted to enrollment decline discuss planning and policy formation, costs of decline, the availability of professional assistance, effects on employment of teachers, the impact of decline on labor relations and curriculum, and school closing. Another 13 papers deal with educational evaluation, considering such topics as educational audits, self-evaluation by schools, evaluation of management, competency-based evaluation, and the purposes, problems, and priorities of evaluation. (PGD)

**ED 198 625** EA 013 163

Taggart, John Christopher

Public Perceptions of the Importance of Selected Educational Goals for Elementary/Secondary Education in Idaho.

Pub Date—May 80

Note—41p.; Ed.D. Dissertation, University of Idaho. Not available in paper copy due to marginal legibility.

Available from—University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 81-00394; Academic price \$9.00 microfiche, \$18.00 paper; Non-Academic price \$13.00 microfiche, \$24.00 paper; orders must be prepaid)

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Attitude Measures, \*Educational Attitudes, \*Educational Objectives, Educational Research, Elementary Secondary Education, \*Majority Attitudes, \*Public Opinion, State Surveys

Identifiers—Idaho

Public opinion regarding the nature and importance of goals for elementary and secondary education in the state of Idaho was the focus of this doctoral dissertation. Two questions were posed. First, when educational goals were grouped into four different domains (intellectual, personal, social/political, and productive), would the response of Idaho citizens indicate that some domains of educational goals were regarded as of more value than others? Second, would there be agreement among Idaho citizens grouped according to the demographic variables of sex, age, educational level, educational level, occupation, and rural/urban residence as to importance of the four educational domains? Findings indicate that the respondents, 455 randomly selected citizens of Idaho, perceived the four domains as having different relative importance, ranking the intellectual domain highest, followed by the productive, personal, and social/political respectively, and social/political respectively. Findings also suggest that various demographic groups. The study ultimately concludes that the citizens of Idaho currently desire the elementary/secondary educational programs to be comprehensive rather than narrowly limited in scope. (JK)

**ED 198 626** EA 013 185

Steer, Donald R., Ed.

The Emerging Adolescent: Characteristics and Educational Implications.

National Middle School Association, Fairborn, Ohio.

Pub Date—80

Note—64p.; Based on presentations at the Institute on the Emerging Adolescent (Greeley, CO, July 9-13, 1979). Graphs may be marginally legible due to small print of original document.

Available from—National Middle School Assn., P.O. Box 968, Fairborn, OH 45324 (\$2.95; quantity discounts).

Pub Type—Reports - Descriptive (141) - Journal Articles (080)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adolescent Development, \*Adolescents, \*Cognitive Development, Cognitive Processes, Developmental Stages, \*Education, Intermediate Grades, Junior High Schools, Learning Readiness, \*Middle Schools, \*Physical Development, \*Student Needs

Identifiers—Piaget (Jean), \*Preadolescents

Nine articles on the young adolescent consider the ability of middle schools to adapt to the needs of their students, the educational implications of preadolescent development, adolescent brain growth and cognitive ability, and the relevance of Piaget's psychology to the middle school. The authors' conclusions include the necessity to identify and investigate the developmental needs and learning capacities of emerging adolescents, to nurture creative problem-solving abilities, to regroup middle school students according to growth and maturation characteristics rather than age (developmental grouping), to introduce concrete rather than abstract concepts to complement brain growth periodization, and to provide for discovery learning. (Author/WD)

**ED 198 627** EA 013 195

Coley, Thomas G.

The Implementation of Planned Educational Change: A Theoretical Discussion.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDC-TP-85

Pub Date—Sep 80

Grant—NIE-G-80-0117

Note—39p.; Report from the Project on Studies of the Implementation of Individualized Schooling.

Pub Type—Opinion Papers (120) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Role, \*Change Strategies, Decision Making, \*Educational Change, Educational Research, Literature Reviews, \*Organizational Change, Organizational Theories, \*Program Implementation, School Organization, Teacher Administrator Relationship, Teacher Attitudes

Identifiers—Change Analysis, Commitment

Empirical research pertaining to the relationship between external agencies' decisions and the implementation of these decisions suggests two conclusions. First, the implementors of change are likely to view externally initiated change with apprehension and resistance, and second, when external agencies initiate change, the result depends on management's ability to get implementors to meet the intent and objectives of change. The degree of success of educational change is a function of the manager's ability to overcome staff resistance to change. However, most theoretical models that seek to define organizational change tend to deemphasize the implementation process. In the case of externally initiated change, the extent to which an agency depends on outside resources is a critical factor in implementation. Compliance by an organization with external decisions is related to the degree of dependency on outside resources by the agency carrying out the policy. Within the organization, the implementation process is influenced by maneuvers among members to actualize their own personal and organizational goals. (JEH)

**ED 198 628** EA 013 209

Young, D. Parker, Ed.

The Yearbook of Higher Education Law 1980.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—275p.; For individual chapters, see EA 013 210-215.

Available from—National Organization on Legal Problems of Education, 5401 SW Seventh Ave., Topeka, KS 66606 (\$12.95 prepaid).

Pub Type—Books (010) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors—Arbitration, Civil Rights, Collective Bargaining, College Students, Contracts, \*Court Litigation, Due Process, Educational Finance, Employment Practices, Equal Opportunities (Jobs), Governance, Land Acquisition, Land Use,

Legal Responsibility, Postsecondary Education, \*School Law, Student Rights, Torts, Zoning

Seven experts in the law as it applies to postsecondary education have contributed six articles to this book-length discussion of relevant court cases decided in 1979. Topics addressed include governance and finance, property owned by educational institutions, tort liability cases affecting schools, litigation required in clarifying relations between schools and their employees, collective bargaining, and cases resulting from conflicts between schools and their students. (PGD)

**ED 198 629** EA 013 210

McGhehey, Marion A.

Governance and Finance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—17p.; Chapter 1 of "The Yearbook of Higher Education Law 1980" (EA 013 209). For related documents, see EA 013 209-215.

Available from—Not available separately; see EA 013 209.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Information Analyses (070) - Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—\*Court Litigation, \*Educational Finance, \*Governance, Government School Relationship, Institutional Autonomy, Postsecondary Education

Identifiers—Governmental Immunity, Tax Exemptions

The organization of higher education varies from state to state, and the methods the several states use in the interpretation of constitutional or statutory provisions are so different that judicial precedent in one state may not be applicable at all in another. For an understanding of the general trends in litigation regarding higher education governance and finance it is necessary to look at the developments in all states. This chapter discusses the decisions resulting from litigation in several areas: the authority of institutions of higher education to establish rules and regulations; the relationship between educational institutions, as governmental branches, and other branches of government; the tax exempt status of institutions of higher education; the degree of governmental immunity of these institutions; and several aspects of educational finance, including tuition, legislative appropriation, and student eligibility for veterans' benefits. (Author/PGD)

**ED 198 630** EA 013 211

Piele, Philip K.

Property.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—16p.; Chapter 2 of "The Yearbook of Higher Education Law 1980" (EA 013 209). For related documents, see EA 013 209-215.

Available from—Not available separately; see EA 013 209.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Information Analyses (070) - Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Contracts, \*Court Litigation, Educational Facilities, Environmental Standards, \*Land Acquisition, \*Land Use, Postsecondary Education, Real Estate, School Construction, Site Selection, Water Pollution, \*Zoning

Identifiers—Environmental Impact Reports, Environmental Law, \*Property Disposition

Several court cases involving acquisition, use, and disposal of property by institutions of higher education are briefly summarized in this chapter. Cases discussed touch on such topics as municipal annexation of university property; repurchase of properties temporarily allocated to faculty members; implications of zoning laws and zoning board decisions for the sale or development of property; the need for filing environmental impact statements before construction; and problems encountered in relation to building construction contracts. (PGD)



**ED 198 631**

EA 013 212

Hollander, Patricia A.

Liability.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—28p.; Chapter 3 of "The Yearbook of Higher Education Law 1980" (EA 013 209). For related documents, see EA 013 209-215.

Available from—Not available separately; see EA 013 209.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)—Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Civil Rights, \*Court Litigation, Due Process, \*Legal Responsibility, Postsecondary Education, \*Torts

Identifiers—Defamation, Governmental Immunity, Negligence

Tort liability covers most injurious, civil, wrongful acts that occur between individuals. For tort liability to exist, four elements must be present: a duty to use due care, a breach of that duty, a direct causal relationship between the conduct complained of and the injury suffered, and proof of actual injury. Recent court cases involving tort liability and concerning institutions of higher education are discussed in this chapter. Issues particularly addressed include negligence, reckless and emotionally distressing conduct, fraudulent misrepresentation, wrongful interference with advantageous economic relations, defamation, invasion of privacy, statutes concerning workmen's compensation and occupational diseases, no-fault automobile insurance, statutes of limitation, governmental immunity, procedural decisions, and liability under federal laws specifying that persons cannot be deprived of life, liberty, or property under cover of state law without due process. (Author/PGD)

**ED 198 632**

EA 013 213

Biggs, Thomas S., Jr.

Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—81p.; Chapter 4 of "The Yearbook of Higher Education Law 1980" (EA 013 209). For related documents, see EA 013 209-215.

Available from—Not available separately; see EA 013 209.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)—Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Age Discrimination, Civil Rights, Contracts, \*Court Litigation, Dismissal (Personnel), Employees, Employer Employee Relationship, Employers, \*Employment, \*Employment Practices, \*Equal Opportunities (Jobs), Ethnic Discrimination, Faculty College Relationship, Labor Legislation, Personnel, \*Personnel Policy, Postsecondary Education, Racial Discrimination, Retirement, \*Retirement Benefits, Sex Discrimination, Teacher Dismissal, Tenure, \*Unemployment, Work Environment

In 1979 judicial activity continued to add to the body of law available relative to relationships between universities and colleges and their employees. Cases touched on the nature of the contract when an offer of employment has been made and accepted, benefits and working conditions, and termination and the procedural safeguards involved. Decisions in matters of sex discrimination in employment and in retirement programs were particularly significant. The Seventh Circuit's opinion in "Davis v. Weidner" suggests specific ways of injecting a more reasonable degree of judicial scrutiny into university decision-making than has traditionally been the case. (Author/PGD)

**ED 198 633**

EA 013 214

Zirkel, Perry A.

Collective Bargaining.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—16p.; Chapter 5 of "The Yearbook of Higher Education Law 1980" (EA 013 209). For related documents, see EA 013 209-215.

Available from—Not available separately; see EA 013 209.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)—Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—\*Arbitration, \*Collective Bargaining, \*Court Litigation, Negotiation Agreements, Negotiation Impasses, Postsecondary Education, \*Scope of Bargaining, Unions

This chapter discusses litigation touching on collective bargaining issues. The chapter is organized to follow the collective bargaining process, from cases dealing with union organizing to cases involving arbitration. Issues covered also include determination of bargaining units, scope of bargaining, union security, and unfair labor practices in bargaining. (PGD)

**ED 198 634**

EA 013 215

Gehring, Donald D. Young, D. Parker

Students.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—105p.; Chapter 6 of "The Yearbook of Higher Education Law 1980" (EA 013 209). For related documents, see EA 013 209-214.

Available from—Not available separately; see EA 013 209.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)—Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Academic Standards, Athletics, \*Civil Rights, College Admission, College Housing, College Students, \*Court Litigation, Due Process, Fees, Freedom of Speech, Graduation Requirements, Law Students, Postsecondary Education, Search and Seizure, State Church Separation, \*Student College Relationship, Student Costs, Student Financial Aid, Student Organizations, Student Promotion, Student Publications, \*Student Rights, Tuition

Identifiers—First Amendment

Court cases involving the relationship between institutions of higher education and their students during 1979 are discussed in this sixth and final chapter. The Iranian crisis and economic conditions during the year both affected cases touching on several of the topics addressed. These topics include such constitutional issues as rights of expression, due process, and association; separation of church and state; and freedom from undue search and seizure. Also considered are cases involving university regulation of student and policies on tuition, admissions, housing, graduation, athletics, financial aid, and student organizations. The impact of parent and spouse support, issues affecting law students, and questions relating to jurisdiction in cases involving students are also dealt with. (Author/PGD)

**ED 198 635**

EA 013 216

Piele, Philip K. Ed.

The Yearbook of School Law 1980.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—345p.; For individual chapters, see EA 013 217-223.

Available from—National Organization on Legal Problems of Education, 5401 SW Seventh Ave., Topeka, KS 66606 (\$14.95 prepaid).

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)—Books (010)

**Document Not Available from EDRS.**

Descriptors—Boards of Education, Civil Liberties, \*Collective Bargaining, Court Litigation, Disabilities, Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), Financial Support, \*Governance, School Construction, School Desegregation, \*School Law, \*School Support, \*Student Rights, Students, Teachers, \*Torts

In its thirtieth year of publication, this volume is a comprehensive reference to state appellate and federal court decisions affecting the operation and governance of public elementary and secondary schools in the United States. This edition includes all cases relevant to public schools decided during the 1979 calendar year and reported in West's "General Digest," up to and including the February 1980 issue, as well as any 1978 cases not reported in last year's "yearbook." These decisions—whether they concern employees, collective bargaining, pupils, or finance—should be instructive and useful to administrators, attorneys, school board members, and others who deal with similar matters in their own schools. Separate chapters deal with governance, employees, bargaining, pupils, torts, finance,

and property. (Author/JM)

**ED 198 636**

EA 013 217

Moran, K. D.

Governance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—40p.; Chapter 1 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-223.

Available from—Not available separately; see EA 013 216.

Pub Type—Books (010)—Information Analyses (070)—Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors—\*Board of Education Role, \*Boards of Education, Civil Liberties, Court Litigation, Elections, Elementary Secondary Education, \*Governance, Governing Boards, Legal Responsibility, Policy Formation, State Departments of Education, \*State School District Relationship, Student Transportation

Chapter 1 of a book on school law, this chapter summarizes 1979 cases related to school governance in several areas: authority of state boards of education and other governmental agencies, authority of state superintendents of education, powers and duties of school boards, open meeting laws, constitutional matters, conflicts of interest on the school board, board member elections, school district organization, the acceptance of bids for services, and the school board's responsibility for student transportation. Also cited are cases related to litigation against individual school board members. (JM)

**ED 198 637**

EA 013 218

Delon, Floyd G.

Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—76p.; Chapter 2 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-223.

Available from—Not available separately; see EA 013 216.

Pub Type—Books (010)—Information Analyses (070)—Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors—Civil Rights, Constitutional Law, Court Litigation, Dismissal (Personnel), \*Due Process, Elementary Secondary Education, \*Equal Opportunities (Jobs), Racial Discrimination, Reduction in Force, School Personnel, Sex Discrimination, Social Discrimination, \*Teacher Discipline, \*Teacher Dismissal, Teachers, Tenure

Identifiers—Civil Rights Act 1871

Chapter 2 of a book on school law, this chapter summarizes 1979 court cases concerning school employees. The author deals with cases in the areas of employment discrimination, dismissal and discipline of employees, tenure, substantive constitutional rights of employees, procedural due process for employee dismissal, immunity and liability under the Civil Rights Act of 1871, remedies for improper action, salary disputes, leaves of absence, and retirement. It is noted that in 1979, school employees in record numbers brought civil rights actions alleging violation of constitutional rights as well as of civil rights laws. In state cases, the author notes that the impact of declining enrollments and reduced revenues was apparent as reduction-in-force disputes grew in number. In certain decisions, he traced two trends: the use of employee suspension as an alternative to dismissal, and the authorization and utilization of hearing officers and panels to consider charges against employees. (JM)

**ED 198 638**

EA 013 219

Jascourt, Hugh D.

Bargaining.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—47p.; Chapter 3 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-223.

Available from—Not available separately; see EA 013 216.

Pub Type—Books (010)—Information Analyses (070)—Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

**Descriptors**—\*Arbitration, \*Collective Bargaining, Constitutional Law, Court Litigation, Elementary Secondary Education, \*Employment Practices, Government Employees, \*Grievance Procedures, \*Scope of Bargaining, Teachers, Teacher Strikes, Unions

Chapter 3 of a book on school law, this chapter focuses on 1979 cases related to collective bargaining. The author notes that, as in 1978, challenges to grievance arbitration and to the awards of arbitrators were the dominant subject of litigation, with scope of bargaining a distant second place in the list of subject areas. In addition, he has identified another theme running throughout much of the litigation: efforts by school boards to cope with fiscal crises or declining enrollments through layoffs and other cost-saving measures. Specific cases dealt with by the author include those concerning recognition of unions and representation problems, rights and obligations of exclusive bargaining representatives, scope of bargaining, grievances, judicial review of awards, impasse and dispute resolution, strikes and picketing, and public employment relations boards. (Author/JM)

**ED 198 639**

EA 013 220

Lufser, Henry S., Jr.

**Pupils.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—67p.; Chapter 4 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-223.

Available from—Not available separately; see EA 013 216.

Pub Type—Books (010) — Information Analyses (070) — Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

**Descriptors**—\*Bilingual Education, Busing, Court Litigation, \*Disabilities, Elementary Secondary Education, Freedom of Speech, Private Schools, Public Schools, \*School Desegregation, School Districts, Sex Discrimination, \*Student Rights, \*Students, \*Suspension, Testing Programs

Chapter 4 of a book on school law, this chapter focuses on 1979 cases involving students. The author notes that in 1979 most unresolved legal issues in this area involved handicapped children. He finds disagreement among the holdings in these cases about the limits of a district's responsibility to provide special services to the handicapped. It is noted that the Supreme Court rendered several significant decisions in 1979 cases dealing with school desegregation. According to the author, decisions in "Dayton II" and "Columbus" made it clear that the Court was not backing away from approving plans involving substantial busing. In other desegregation cases, the Fifth Circuit Court of Appeals continued last year's trend by becoming more like the other circuits in desegregation decisions. Two new patterns in pupil cases are seen: one regarding cases involving both student testing and bilingual-bicultural programming, and one regarding cases involving athletic association and school sports. It is observed that many sex discrimination charges were raised in 1979. Cases in this chapter are organized under the headings of handicapped and exceptional children, public school assignment, tuition and transportation, bilingual-bicultural programs, private and parochial schools, school sports, substantive rights of students, sanctions for student misconduct, testing and placement, and desegregation. (Author/JM)

**ED 198 640**

EA 013 221

Thurston, Paul W.

**Torts.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—37p.; Chapter 5 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-223.

Available from—Not available separately; see EA 013 216.

Pub Type—Books (010) — Information Analyses (070) — Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

**Descriptors**—Civil Liberties, \*Constitutional Law, Court Litigation, Educational Malpractice, Elementary Secondary Education, \*Injuries, \*Legal Responsibility, School Districts, Students, Teach-

ers, \*Torts, Violence

Chapter 5 of a book on school law, this chapter reports the cases decided during 1979 involving tort claims in the schools. The cases are organized according to headings including negligence (with an emphasis on student injuries), educational malpractice, negligence defenses (especially common law and statutory immunity), liability insurance, employee injuries and workmen's compensation, infliction of mental distress, defamation, assault and battery, and constitutional torts. (Author/JM)

**ED 198 641**

EA 013 222

Rossmiller, Richard A. Rossmiller, Daniel M.

**Finance.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—39p.; Chapter 6 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-223.

Available from—Not available separately; see EA 013 216.

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Books (010)

**Document Not Available from EDRS.**

**Descriptors**—Board of Education Role, Court Litigation, Educational Finance, Equal Education, Equal Protection, Expenditures, \*Federal Aid, \*Financial Support, Government School Relationship, Private School Aid, \*Private Schools, School Funds, \*School Support, \*School Taxes, Special Education, \*State Aid, Tax Allocation

Chapter 6 of a book on school law, this chapter deals with the financial support of schools. According to the author, the constitutionality of state support programs continued to be a major issue in school finance litigation during the past year. The number of cases involving financial aspects of programs for children with special needs increased, as did litigation on school tax issues, perhaps reflecting growing resistance to property tax increases. Federal programs of funding for education were also at issue in a number of cases. Cases in the chapter are organized under the headings public funds for private schools, sources and allocation of funds, and school tax issues. (Author/JM)

**ED 198 642**

EA 013 223

Piele, Philip K.

**Property.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—80

Note—22p.; Chapter 7 of "The Yearbook of School Law 1980" (EA 013 216). For related documents, see EA 013 216-222.

Available from—Not available separately; see EA 013 216.

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Books (010)

**Document Not Available from EDRS.**

**Descriptors**—\*Bids, Boards of Education, \*Bond Issues, Compensation (Remuneration), Construction Costs, \*Contracts, Court Litigation, Elementary Secondary Education, \*School Closing, \*School Construction

Chapter 7 of a book on school law, this chapter deals with 1979 cases involving disputes over property. Cases involving taxpayer attempts to prevent the construction of school buildings dominate this year's property chapter, as they did last year's. Yet, paradoxically, there is also a significant increase in cases in which taxpayers tried to prevent schools from being closed (albeit these were, with one exception, unsuccessful). It is also worth noting that only one case involving citizen efforts to invalidate the results of a school bond referendum is reported this year. And in one unusual case, citizens forced a county board of commissioners to issue school bonds. Other cases reported deal with relatively routine school property matters such as detachment and attachment of land; construction contract disputes between school boards and architects, general contractors, subcontractors, and materialmen involving arbitration awards, breach of warranty, and recovery for materials and services; and disposition of property no longer used for educational purposes. (Author/JM)

**ED 198 643**

EA 013 252

Lundberg, R. Donald

**What Price Discipline? A Veteran Teacher's View.**

OSSC Bulletin Vol. 24, No. 4.

Oregon School Study Council, Eugene.

Pub Date—Dec 80

Note—23p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$4.00; \$3.00 if prepaid; 10% discount for 10 or more copies).

Pub Type—Opinion Papers (120) — Guides - General (050)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Behavior Problems, Classroom Techniques, \*Discipline Problems, Educational Games, Elementary Secondary Education, \*Grading, \*Student Teacher Relationship, \*Teacher Attitudes, Teacher Effectiveness, Teaching Methods

**Identifiers**—\*Disruption

Teachers can improve classroom discipline in a number of ways. An objective grading system that is based on academic performance alone will assure students that they are being fairly graded, whether or not they are liked by the teacher. Discipline and self respect are related and hinge upon the perception in students that they are learning something. This is accomplished by (1) providing students with a clear idea of what is expected of them; (2) using a variety of approaches; (3) actively engaging students in learning activities; (4) monitoring students' progress with tests; and (5) providing review. Smooth classroom routines will reduce friction between the teacher and students. Student classroom monitors may handle a variety of tasks. Disorderly conduct should be referred to the principal. A consistent system of handling minor disruptions that allows for some leeway is effective in reducing their frequency of occurrence. A teacher should exhibit a friendly, respectful attitude towards all students, resulting in the prevention of many potential disciplinary problems. (JEH)

**ED 198 644**

EA 013 256

Holt, Howard B.

**Policy Development in an Urban School District—An Outsider's View from Within.**

Pub Date—Aug 80

Note—11p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Norfolk, VA, August 10-15, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Administrative Policy, Board of Education Policy, Community Involvement, Decision Making, Elementary Secondary Education, \*Policy Formation, \*School Community Relationship

There appears to be a need for more significant involvement of the community and the school board in all stages of policy development. Policy is defined as a value-laden term, while administration deals with the determination of how policy should be interpreted in a given situation. Local policy development is affected by several forces that restrict the freedom to act: social forces, including population, economics, and international tension. It is also affected by the force of philosophical commitment to such things as civil rights, the gifted, and the handicapped and restraining forces such as state and federal law, court decisions, and media attention. Three distinct methods of policy development have been established. The first is the classical model, which consists of defining the problem, analyzing it, establishing data, testing alternatives, selecting and implementing the choice, and evaluating the results. Incremental decision-making data, and evaluating the results. Incremental decision-making is the second method, which focuses only on the policies that differ from existing policies, and considers a limited number of alternatives. Mixed scanning is the third method, and is a synthesis of the first two. A brief case study indicates that the demand for greater involvement requires the consideration of conflicting forces in the policy development process. (Author/JK)

ED 198 645

EA 013 342

Chan, Tak Cheung

Physical Environment and Middle Grade Achievement.

Greenview County School District, Greenville, S.C.

Pub Date—80

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Air Conditioning, Analysis of Covariance, \*Carpeting, \*Color, Grade 8, \*Lighting, \*Physical Environment, School Buildings, Secondary Education

Identifiers—\*Fluorescent Lighting, Iowa Tests of Basic Skills

This study measured the influence of air conditioning, carpeting, fluorescent lighting, and interior pastel coloring on the academic achievement of eighth grade Georgia pupils in 1975-76 when the variance due to socioeconomic status was statistically controlled. Analysis of covariance was used to compare the achievement scores of students on the Iowa Test of Basic Skills. Pupil achievement in air conditioned school buildings was consistently higher than pupil achievement in non-air conditioned school buildings. This consistent pattern did not exist between carpeted school buildings and noncarpeted school buildings, between school buildings with fluorescent lighting and school buildings without fluorescent lighting, and between school buildings with interior pastel coloring and school buildings without interior pastel coloring. (Author/MLF)

ED 198 646

EA 013 347

Northrup, James P.

Old Age, Handicapped, and Vietnam-Era Antidiscrimination Legislation. Revised Edition. Labor Relations and Public Policy Series No. 14.

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.

Report No.—ISBN-0-89546-020-3

Pub Date—80

Note—263p.; For a related document, see ED 140 429.

Available from—Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, PA 19104 (\$15.00).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—\*Affirmative Action, Age Discrimination, Business, \*Court Litigation, Disabilities, Employment Level, \*Equal Opportunities (Jobs), Equal Protection, Federal Legislation, Federal Regulation, Government Role, Industry, \*Labor Legislation, Labor Relations, Personnel Policy, \*Public Policy, \*Social Discrimination, State Legislation, Tables (Data), Veterans

Identifiers—Age Discrimination in Employment Act 1967, Rehabilitation Act 1973, Vietnam Era Veterans Readjustment Act 1974

This book brings together materials, cases, and opinions regarding the Age Discrimination in Employment Act of 1967, the Rehabilitation Act of 1973, and the Vietnam Era Veterans' Readjustment Assistance Act of 1974; analyzes these materials; and examines their impact on employer personnel policies. Also considered are the amendments to the 1967 age law establishing compulsory retirement at age 70. A section of the book is devoted to each of the three acts. The final section is concerned with questions of public policy that have been found to exist in the administration of the laws and that are probably inherent in complex legislation designed to regulate industrial relations and personnel administration. Summaries of laws, excerpts from legislation, and other supplementary information are contained in appendices. (Author/MLF)

ED 198 647

EA 013 414

Enforcing Title IX. A Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Oct 80

Note—85p.; Some appendices may be marginally legible.

Available from—Publications Warehouse, U.S. Commission on Civil Rights, 621 North Payne St., Alexandria, VA 22314 (free).

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Athletics, \*Compliance (Legal), Court Litigation, Data Bases, Elementary Secondary Education, Equal Education, Evaluation,

Federal Aid, Federal Legislation, \*Federal Regulation, Higher Education, Intercollegiate Cooperation, \*Law Enforcement, \*Organizational Effectiveness, \*Sex Discrimination

Identifiers—\*Office for Civil Rights, \*Title IX Education Amendments 1972

This report reassesses for the Department of Education (ED) the enforcement effort of Title IX by the Office for Civil Rights (OCR) and offers recommendations. OCR is criticized for being very slow to issue important guidelines, process complaints, conduct compliance reviews, and enforce the law. Also OCR is charged with showing little commitment to discovering violations or to assisting institutions to prevent them. Further complaints are the inadequacy of training, guidance, and monitoring to assure that policies and procedures determined at headquarters are uniformly implemented in the regions; and the inconsistency of guidelines issued by headquarters. The report recommends that the following steps be taken immediately: (1) Improve OCR's data collection and analysis capacity. (2) Improve guidance and oversight of regional staff. (3) Implement OCR policy on employment cases. (4) Allocate staff resources necessary to complete planned compliance reviews on schedule. (5) Initiate administrative proceedings to terminate funds in all cases in which voluntary negotiations do not resolve all violations within the specified time limit. (6) Increase cooperation with the Department of Justice (DOJ). (7) Increase Title IX technical assistance and public information efforts. (Author/MLF)

ED 198 648

EA 013 416

A Study in Energy Conservation for Existing Schools. Final Report.

Alberta Dept. of Education, Edmonton. Planning and Research Branch; Calgary Board of Education (Alberta).

Pub Date—79

Note—55p.

Available from—Planning and Research Branch, Alberta Education, 11160 Jasper Ave., Edmonton, Alberta T5K 0L2 Canada.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Computer Oriented Programs, \*Cost Effectiveness, \*Educational Facilities Improvement, Elementary Secondary Education, \*Energy Conservation, Foreign Countries, Simulation

Identifiers—\*Alberta

Phase 1 of this report summarizes a simulated approach to analysis of energy consumption in five selected Alberta schools. Phase 2, the greater part of the report, deals with the selection of cost-effective modifications in two schools representative of the greatest range of schools presently in the system. In each of the schools, the energy consumption was monitored, records kept of the costs of modifications, and an energy audit made to indicate how the total energy and utilities were apportioned within the school. The school statistical records affecting energy use are given with the energy audit. A major objective of this study was to supply a "shopping list" of items that would provide the greatest savings for the least investment cost. Items easiest to install and monitor were installed first, 18 modifications in one school, 29 in the other. These items, in ranking order of expense, constitute the energy saving shopping list of modifications. Also included is the application of the planning models to retrofit schools of a similar design. Guidelines for future school design are presented. (Author/MLF)

ED 198 649

EA 013 446

Solutions for Surplus Schools. Technical Series/No. 6.

Preservation League of New York State, Albany.

Pub Date—78

Note—7p.; Diagrams may reproduce poorly.

Available from—Preservation League of New York State, 13 Northern Blvd., Albany, NY 12210 (\$1.00 postpaid; quantity discounts)

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Architectural Character, Art Education, \*Building Conversion, Community Centers, Elementary Secondary Education, Housing, Older Adults, \*Preservation, \*School Closing

Identifiers—\*New York

The Surplus Schools Project was designed to stimulate and encourage the adaptive use and preservation of vacant school buildings in New York

State. Through a statewide competition, the Preservation League selected four surplus schools that were located in four distinctly different communities and presented a broad range of problems and opportunities. With the cooperation of a local sponsor, the Preservation League provided each community with the professional services of an architect who formulated schematic adaptive use plans and feasibility studies for the school. The results of these studies were highlighted in this technical leaflet and in a traveling exhibit. The studies indicate that two schools could be transformed to community service centers, one could function as senior citizen housing, and another could be converted to a sculpture studio and school. (Author/MLF)

ED 198 650

EA 013 447

Public Records &amp; State Law. Selected Laws, Decisions, and Opinions Relating to Local Public Records.

New York State Education Dept., Albany.

Pub Date—80

Note—70p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Archives, Legal Responsibility, Local Government, \*Microreproduction, \*Preservation, Records (Forms), \*State Legislation

Identifiers—\*New York, \*Public Records

The purpose of this publication is to bring together in easily accessible form the most applicable New York state laws and administrative regulations (including related decisions and legal opinions) that govern the responsibilities of local officials for local records and define the mandate of the state archives. The laws are listed in six parts: (1) general laws relating to local public records; (2) laws governing disposition of local public records; (3) laws governing the microfilming of local public records; (4) selected laws relating to custody of local public records; (5) laws pertaining to public access to records; and (6) the New York State Historical Records Advisory Board. (Author/MLF)

ED 198 651

EA 013 460

Compiled School Laws of Alaska.

Alaska State Dept. of Education, Juneau.

Pub Date—Sep 80

Note—210p.; For a related document, see ED 163 658.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrators, Colleges, Community Schools, \*Educational Administration, \*Educational Legislation, Elementary Secondary Education, Federal Aid, Food Service, Foundation Programs, Postsecondary Education, Private Schools, School Districts, \*School Law, \*State Legislation, State Libraries, State Universities, Student Transportation, Teacher Retirement, Teachers

Identifiers—\*Alaska

This document gathers together the Alaska state statutes dealing specifically with education or affecting education. Both elementary and secondary education and postsecondary education are dealt with. The topics covered include the administration of the schools; the rights and responsibilities of teachers, administrators, and students; the state foundation program; private and parochial schools; federal aid; the Alaska Educational Broadcasting Commission; teacher retirement; food services; and the administration of the state museum and library. (MLF)

ED 198 652

EA 013 681

Coleman, James And Others

Summary of Major Findings for Public and Private Schools. Draft.

National Opinion Research Center, Chicago, Ill.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Mar 81

Contract—300-78-0208

Note—13p.; For a related document, see ED 197 503.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, \*Educational Status Comparison, Family Income, Institutional Characteristics, Longitudinal Studies, \*Outcomes of Education, \*Private Schools, \*Public Schools, Racial Distribution, Secondary Education, \*Student Characteristics

Identifiers—\*Coleman II, \*Public and Private



Schools (Coleman et al)

Summarizing the findings of a longitudinal study of public and private schooling recently published, this paper provides evidence relevant to proposals that would either increase or decrease the role of private schools in American education. The authors specifically address eight premises that would increase the role of private schools and seven premises that would decrease their role. Those premises supported by the research findings include the beliefs that private schools produce better cognitive achievement and greater levels of self esteem and fate control among students than do public schools, that private schools provide a safer, more disciplined and ordered environment, that private schools are divisive along religious lines and do not provide as much educational range, particularly in vocational and nontraditional programs, and that facilitating the use of private schools through tax or school vouchers would decrease racial and economic segregation in private schools. Greater academic demands and a more ordered environment are identified as contributing to higher scholastic achievement in private schools. The report concludes that the research supports policies that would facilitate rather than constrain the use of private schools and that the present constraints on public schools impair their functioning without providing more egalitarian outcomes. (Author/WD)

## EC

ED 198 653 EC 131 736

Sontag, Dianne Booth. And Others

A Curriculum Guide for Developing Communication Skills in the Preschool Child. Pediatric Language Institutes-A Training Program for Day Care Personnel.

Tennessee Univ., Knoxville. Dept. of Audiology and Speech Pathology.

Pub Date—[79]

Note—141p.; A part of the Pediatric Language Programs. For related document, see EC 131 737.

Available from—University of Tennessee, Department of Audiology and Speech Pathology, Pediatric Language Programs, Knoxville, TN 37916 (\$4.95).

Pub Type—Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Guides, Day Care, \*Delayed Speech, \*Language Handicaps, \*Language Skills, \*Learning Activities, \*Preschool Education, \*Speech Skills, \*Units of Study

Identifiers—Pediatric Language Programs, Tennessee (Knoxville)

The document describes the Pediatric Language Institutes' program to develop speech and language skills to preschool children with language deficits. Initial sections describe the program in terms of assessment of children's skills, the daily schedule, design of classrooms, lesson presentation, incidental teaching, and behavior management. The bulk of the report contains units on the family (self and senses, family members); home (rooms, chores, food); community helpers; and animals (farm and farm animals, pets, zoo and zoo animals). Outlined for activities within each topic are the skill area involved, language emphasis, procedure, and materials. Vocabulary words relating to each topic are also listed. Appended are a pediatric language laboratory progress chart, a hierarchy for teaching basic vocabulary, a hierarchy for teaching colors, a hierarchy for teaching prepositions, a hierarchy for teaching body parts, and a hierarchy for teaching action verbs. (SBH)

ED 198 654 EC 131 737

Dodson, Susan. And Others

Pediatric Language Laboratory-A Day Care Center Program During 1977-78.

Tennessee Univ., Knoxville. Dept. of Audiology and Speech Pathology.

Pub Date—78

Note—67p.; A part of the Pediatric Language Programs. For related document, see EC 131 736.

Available from—University of Tennessee, Department of Audiology and Speech Pathology, Pediatric Language Programs, Knoxville, TN 37916 (\$4.95).

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Modification, Classroom Design, Cognitive Development, \*Communication Disorders, \*Day Care Centers, \*Delayed Speech, Language Skills, Lesson Plans, Nutrition, Parent Education, \*Preschool Education, \*Program Development, \*Remedial Programs, Speech Skills

Identifiers—Pediatric Language Programs, Tennessee (Knoxville)

The document describes the Pediatric Language Laboratory, a day care center which provides day care and therapeutic services to 20 mild to moderate communicatively delayed children, 1 to 4 years old. Initial sections address program philosophy; program components (diagnostics, remedial services, typical services, parent education, and community service); the daily schedule; bidialectal and bicultural programming; and student speech-language clinicians. The language component is outlined in terms of teaching language throughout the day, treating language comprehension and language expression, sample objectives and lesson plans, and speech improvement. A set of goals and lesson plans for cognition follows. Additional sections address play, music, field trips, art, nutritional health, and architectural design and the learning environment, behavior management, and family intervention. Appended are parent materials from the family counseling/education component, sample home activities, the ALL-TRAC (Aiding Language and Learning through Rhythm and Content) lesson plan, an outline on interactive language development teaching, a case study on counseling with parents of a disfluent or stuttering child, the Bangs Vocabulary Test, and a list of publications. (SBH)

ED 198 655 EC 131 738

Kaplan, George R.

Special Needs, Special People: The Training of Paraprofessionals and the Education of Children with Handicaps.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Report No.—CASE-12-80

Pub Date—80

Note—37p.; Photographs may not reproduce clearly. Prepared by the Center for Advanced Study in Education.

Pub Type—Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Paraprofessional Personnel, Program Descriptions, Special Education Teachers, \*Training

The booklet looks at both the problems and the potential of training paraprofessionals as aides in the education of handicapped children. The case for training paraprofessionals is supported with such rationales as the economy of using paraprofessional staff. Qualities of leaders in the field of paraprofessional training are listed, including that they are pragmatists with a humanitarian bent. Problems facing trainers are mentioned, and the lack of materials on special education paraprofessionals is pointed out. Variance in the relationship between special education teachers and their paraprofessional aides is considered. Several programs for training paraprofessionals are described, including those in High Point, North Carolina (Training Project for Paraprofessionals in Education for the Handicapped); New Castle, Indiana; San Antonio, Texas (Paraprofessional Assistance in Special Education-PASE); Omaha, Nebraska (Eastern Nebraska Community Office of Retardation-ENCOR); and Idaho Falls, Idaho. The career ladder for the paraprofessional in special education is discussed and finally, certain common features and cautions that designers of training programs should consider are offered. (SBH)

ED 198 656 EC 131 764

P.L. 94-142: It's the Law. Physical Education and Recreation for the Handicapped.

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date—[78]

Grant—G007801773

Note—99p.

Available from—Special Olympics, Inc., 1701 K St., N.W., Suite 203, Washington, DC 20006 (\$6.50).

Pub Type—Reference Materials - Directories/-

Catalogs (132) - Guides - Non-Classroom (055)

- Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Compliance (Legal), \*Disabilities, Elementary Secondary Education, \*Federal Legislation, \*Physical Education, Program Development, Records (Forms), \*Recreation, Resource Materials, \*Workshops

Identifiers—\*Education for All Handicapped Children Act, Special Olympics

Intended to help parents, teachers, administrators and Special Olympics volunteers better understand the rights and educational needs of handicapped children, the manual is organized into nine competency based guides for use in workshops on the physical education and recreation services mandated by P.L. 94-142 (the Education for All Handicapped Children Act). An introductory section introduces the manual and gives guidelines for planning a workshop including a calendar, a master checklist, and an inservice needs assessment. Each of the nine guides contains specific information regarding the law, implications for physical education and recreation, and some concluding self evaluation questions and answers. Chapters have the following titles: "PL 94-142: The Education of All Handicapped Children Act of 1975;" "The Individualized Education Program (IEP);" "Assessments and Evaluation;" "Goals, Behavioral Objectives and Task Analysis;" "PL 94-142: Implications for Physical Educators;" "PL 94-142: Implications for Recreation Leaders;" "PL 94-142: Implications for Administrators;" "The Role of Parents in the Education of Their Handicapped Children;" and "Developing a Comprehensive Individualized Physical Education Program." A resource guide is included which identifies resources (both persons and agencies) by state, who offer information and services; lists references containing legal citations and explanations of P.L. 94-142; provides a glossary of terms; and contains implementation forms (separate spirit masters) appropriate for planning physical education, recreation, or Special Olympics programs. (DB)

ED 198 657 EC 131 766

Jorgensen, I. Skov

Early Measures against Handicaps in Children.

Ministry of Education, Copenhagen (Denmark).

Pub Date—Sep 79

Note—36p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Foreign Countries, Handicap Identification, Incidence, Legislation, \*National Surveys, \*Needs Assessment, Prevention, \*Program Descriptions, Social Services, Special Education Teachers, Teacher Qualifications, Young Children

Identifiers—Denmark

The status of social, medical, and educational services to young handicapped children in Denmark is described. The report includes information on incidence of handicap, current legislative provisions, implementation of special educational assistance, qualifications of the special education teacher, and characteristics of preschool classes. Separate sections are devoted to infants and young children with services for infants and young children with language and speech difficulties, hearing impairments, visual impairments, motor handicaps, and mental retardation. Social services such as day nurseries and institutions are noted. A historical review of preventive work among expectant and nursing mothers and infants is provided. Cooperation in the delivery of services between the education, social, medical, and psychological services is summarized. The model program at Karlebo is specifically described. A study of service needs in one Danish borough indicated that the health services needed to be supplemented by interdisciplinary services of teachers and social workers to insure early identification of all handicaps. A detailed example of the special educational program for language retarded young children in Copenhagen concludes the report. (DB)

## ED 198 658 EC 131 776

Gledman, John Roth, William

## The Unexpected Minority: Handicapped Children in America.

Report No.—ISBN-0-15-192845-2

Pub Date—80

Note—525p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017 (\$17.95).

Pub Type—Information Analyses (070) — Opinion

Papers (120) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Disabilities, Employment Opportunities, Human Services, \*Psychology, \*Social Attitudes, \*Social Bias, Social Discrimination, \*Social Environment

The book takes a civil rights perspective to the problems of handicapped children and adults and points out that no other minority group has its social and political oppression so thoroughly masked as the disabled in America. Part I looks at why American society has traditionally failed to view the handicapped as an oppressed social group. Three chapters address handicap as a social construction, the handicapped role, and handicap in relation to the social pathology model. Part II criticizes and then offers constructive alternatives to the ways that psychologists usually study how handicapped children grow up. The first chapter in this section considers the case for a developmental psychology of handicap and is followed by three chapters which address social, personality, and intellectual development. Part III (four chapters) focuses on the professional and some of the most important services he provides to handicapped children and their parents. In Part IV (three chapters), the authors discuss the ignorance and confusion that surrounds the employment problems of disabled adults. Appendixes, which make up a major part of the book, include the following: four articles on the psychological aspects of handicap titled "Analysis of a Boy with a Congenital Deformity" (A. Lussier); "Excerpts from the Analysis of a Child with a Congenital Defect" (R. Furman); "The 'Exceptions': An Elaboration of Freud's Character Study" (E. Jacobson); and "Narcissistic Ego Impairment in Patients with Early Physical Malformations" (W. Niederland); reports on the sexuality of the severely disabled, problems with relationships between able bodied and handicapped people, and comprehensive disability insurance; and a report by K. Messenger and J. Gledman titled "Medicine and Handicap: A Promise in Search of a National Commitment." (SBH)

## ED 198 659 EC 131 785

Robin, Stanley S. Bosco, James J.

## Creating an Approach for Understanding the Diagnosis and Treatment of Hyperkinetic Children.

Pub Date—Apr 80

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Drug Therapy, Exceptional Child Research, \*Hyperactivity, Interviews, \*Parent Attitudes, Parent Role, \*Physicians, \*Role Perception, \*Student Attitudes, Teacher Role

Based on interviews with several hundred parents, teachers, physicians, and hyperkinetic children, the paper addresses the scope and nature of the social aspects of the psychopharmacological treatment of hyperkinetic children. Excerpts from interviews are given. Reported among findings are an inability of individuals who are charged with the responsibility for the delivery of services to children to develop the working agreements necessary to provide a cohesive and rationalized approach to the delivery of those services; that parents and physicians each tend to nominate themselves as legitimate and dominant; that both parents and physicians see the teacher as rarely dominant and often nonlegitimate, and teachers concur; and that teachers also tend to agree with parents in their definition of who should be dominant and who should be legitimate. (SBH)

## ED 198 660 EC 131 786

McLean, James E. Chissom, Brad S.

## Talents Unlimited Program: Summary of Research Finding for 1979-80.

Alabama Univ., University; Mobile County Public Schools, Ala.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 80

Note—34p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Decision Making, Elementary Education, Futures (of Society), Gifted, Planning, Productive Thinking, \*Program Evaluation, \*Talent, \*Talent Development, \*Validated Programs

Identifiers—National Diffusion Network Programs, \*Talents Unlimited Program

During the 1979-80 school year, the Talents Unlimited (TU) program (validated by the Joint Dissemination Review Panel) for talented students in grades 1 through 6 was evaluated by nine adopting school systems. Five talent areas were addressed: communication, forecasting, decision making, productive thinking, and planning. Data were analyzed for each of the following sites: Lake Village, Arkansas; Little Falls, New York; Homer, Alaska; San Antonio, Texas; Logan, Utah; McAllen, Texas; Staten Island, New York; Kenwood, Michigan; and Cache County, Utah. Among findings were that results of the project in Lake Village were positive but not always statistically significant; that fourth grade students in San Antonio reacted well to the TU methods; that in McAllen, the TU group significantly outperformed the control group on both Flexibility and Originality; and that more students exposed to the TU treatment in Kentwood improved their planning talents than did students not exposed to TU. It was concluded that all of the various studies favored the TU program and most of them achieved statistical significance. (SBH)

## ED 198 661 EC 131 787

O'Connell, Joanne Curry

## A Comparative Study of Infants At-Risk for Mental Retardation and the Effects of Day Care Intervention on the Development of Communication Skills.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Grant—443AH80088

Note—162p.; Ph.D. Dissertation, University of North Carolina.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Communication Skills, \*Day Care, Developmental Disabilities, \*Disadvantaged, Exceptional Child Research, Infants, \*Intervention, Mental Retardation, \*Parent Child Relationship, Program Effectiveness

Identifiers—\*At Risk (for Handicap)

The investigation was designed to determine the effectiveness of day care intervention on the use of intentional communicative behaviors by 26 twenty month old low socioeconomic status infants at risk for developmental retardation, and to compare their communicative development to a group of 14 normally developing middle class infants. Literature was reviewed on the origin and etiology of the notion of "high risk" infants and on relevant variables as possible contributors to developmental delay. The review revealed that the age at which high risk infants begin to deviate from other infants is around 18 to 24 months, which coincides with the onset of the use of single words in language development. First, the total frequency with which the infant initiated a communicative act to the mother during a free play interaction situation was determined. Two different functions of communication were observed in two separate settings—first, a measure of the infant's use of the "showing" function of communications was obtained in a free play interaction with the mother and second, a measure of the infant's use of the "requesting" function of communications was obtained during an experimental communications task. Measures of the infants' social development were also obtained for three variables: the amount of time the dyad played or read together, the amount of time the mother read alone, and the frequency of the mother's attempts to modify the infant's behavior or activity. For the infants observed in the study, day care intervention did influence communicative behaviors. Results did not support the notion that there are cognitive prerequisites to language. In addition, an inconsistent relationship was found between the infants' performance on the subscales of the Uzgiris and Ordinal Scales as a measure of sensorimotor development and their performance on the measures of communications. The study did support the notion that environmental factors can positively affect the development of early communicative development.

Additional study data are appended. (SBH)

## ED 198 662 EC 131 788

## Recent, Current, and Projected Research at Gallaudet.

Gallaudet Coll., Washington, D.C.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Note—73p.; Update on Academic, Professional Career and Research Activities.

Available from—Directions, Box 5664, Washington, DC 20016 (\$3.50).

Journal Cit—Directions; v1 n3 1980

Pub Type—Collected Works - Serials (022) — Information Analyses (070) — Journal Articles (080)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Deafness, \*Educational Research, \*Hearing Impairments, \*Language Research, Research Projects, \*Social Science Research

Identifiers—Gallaudet College DC

The document contains summaries of recently completed, current, or projected research from Gallaudet College on the social and cultural aspects of deafness, language and communication, and educational research. Among the issues addressed by the research are the following: deafness in media, relationship between deaf students and their parents in the development of occupational goals, assessment of emotional and social behaviors in deaf children, attitudes toward deafness, the Gallaudet/Oberlin College student exchange program, adaptive speech testing applied to hearing impaired listeners, basic considerations in standard error calculations for speech discrimination tests, captioning methodologies for enhanced reading level and vocabulary development, deaf children's understanding of English metaphor, ability of hearing impaired children to comprehend the semantics of English prepositions, an automated newborn hearing screening test, language proficiency and creativity in hearing impaired adolescents, perception of complex auditory stimuli by the deaf, effect of presentation mode and time on word associations in deaf subjects, phonology and language of preschool children, comparisons of sign language grammatical structure, intrapersonal variables and characteristics of interactions between change agent and client, cyclic patterns of interaction in the discourse of beginning teachers, the use of the cloze procedure as a measure of readability for deaf students, residential schools for deaf students, creativity and self concept of mentally retarded adolescents, visual rhythms as an aid to reading, mental health service in programs for hearing impaired children, and peripheral visual attention in deaf and hearing subjects. Also included is a listing and description of books in progress. (SBH)

## ED 198 663 EC 131 789

## An SEA Monitoring Guide for Use with "The Regional Guidelines for State Approval of Private Schools for Children with Handicapping Conditions."

New Jersey State Dept. of Education, Trenton; Northeast Regional Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 80

Contract—300-77-0537

Note—96p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price—\*MF01/PC04 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, \*Private Schools, \*Program Evaluation, \*State Standards

The regional guidelines for private schools with handicapped children are designed to promote comparability of state licensing and/or approval placement procedures, reduce administrative burden and attendant costs, increase effectiveness of monitoring interstate placements, and provide a firm basis for program analysis. Listed among the 20 approval procedures are that the appropriate state authority should conduct an onsite inspection of each school applying for licensing and/or approval prior to granting licensing and/or approval, that prior to conducting an onsite inspection the appropriate state authority should determine that the school applying is fiscally solvent, and that schools granted approval should be subject to reevaluation at least every 3 years. Approval criteria are outlined for the

following components of private school operation: governance; administration; program requirements (particularly the individualized education program); related services; program evaluation; child management techniques; instructional, administrative, and supportive personnel; termination of student's enrollment; due process; class size; calendar requirements; physical facilities; transportation; child care; and health and medical care. Appendixes, which make up more than half the document, contain a glossary, a documentation checklist for approval criteria, a data gathering instrument, a list of data to be submitted by private schools prior to onsite visitation, a suggested process outline for onsite visitation using the regional guidelines, suggested format for private school evaluation report, and an evaluator inservice agenda. (SBH)

ED 198 664 EC 131 790

Schuch, Jeanette

Get Ready, Get Set, Go! A Guide for Parents of Visually Impaired Children.

International Inst. for Visually Impaired, East Lansing, Mich.

Spons Agency—Mid-Michigan Easter Seal Society, Lansing.

Pub Date—80

Note—44p.

Available from—International Institute for Visually Impaired, 1975 Rutgers, East Lansing, MI 48823 (\$4.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Learning, \*Learning Activities, \*Parent Role, Preschool Education, \*Visual Impairments

Identifiers—Parent Materials

Written by a kindergarten teacher in a school for blind children, the booklet is designed to give parents insights and guidelines to help prepare their visually handicapped child for school. Part I reviews characteristics of learning. Part II focuses on how children learn. A third section, which makes up most of the document, offers guidelines in the following areas: sensory awareness; language; body image; self care skills (eating, dressing, lacing, putting away clothes, toilet training, washing, sleeping); gross motor abilities; small muscle abilities; planned motor training; orientation and mobility; learning to play; and use of remaining vision. A final section offers suggestions for behavior management and includes a bibliography. (SBH)

ED 198 665 EC 131 791

McCauley, Robert W. Erickson, Jodie A.

Referral Manual—Longfellow Education Center.

Longfellow Education Center, Minneapolis, Minn. Spons Agency—Educational Cooperative Service Unit of the Metropolitan Twin Cities, Minneapolis, Minn.; Special Intermediate School District 916, White Bear Lake, Minn.

Pub Date—Sep 79

Note—30p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Admission Criteria, Check Lists, \*Emotional Disturbances, Records (Forms), \*Referral, Secondary Education, \*Special Schools Identifiers—\*Longfellow Education Center MN, Minnesota (Minneapolis)

The manual presents step by step procedures for referral to the Longfellow Education Center (Minneapolis, Minnesota) which provides psychoeducational services for emotionally disturbed children in grades 6 through 9. Following a section on general criteria for eligibility is an outline for the six referral steps: screening, followup meeting, referral, joint local education-Longfellow Education Center child study team meeting, and Longfellow Education Center intake staff meeting. Forms, checklists, and guidelines appropriate for each step are provided. Among the materials contained in the document are permission and release forms; parent, teacher, and due process checklists; and a description of services. (SBH)

ED 198 666

Cook, Iva Dean

Resource Materials in Career/Vocational Education for the Handicapped.

West Virginia Coll. of Graduate Studies, Institute. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—AH70611

Pub Date—79

Grant—G007701012

Note—89p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Books, \*Career Education, \*Disabilities, Instructional Materials, Periodicals, Tests, \*Vocational Education

The document contains titles of materials in career/vocational education for the handicapped which are available at the West Virginia College of Graduate Studies (Institute, West Virginia). Section I provides the title, author, publisher, copyright date (when available), and brief description of approximately 140 instructional materials. A second section on professional references is subdivided into books and other publications (approximately 400 entries listing author if applicable, title, publisher, and date) and ERIC—Educational Resources Information Center—documents (approximately 140 entries with titles, author when applicable, and ERIC document number for ordering). A third section lists the titles of 68 journals and 7 abstract and index resources. Section IV provides the title, publisher, author, copyright date, and a brief description of 60 assessment instruments. The final section contains a list of publishers and addresses. (SBH)

ED 198 667

EC 131 793

The National Advisory Committee on Hyperkinesia and Food Additives. Final Report to the Nutrition Foundation.

Nutrition Foundation, Inc., Washington, D.C.

Pub Date—Oct 80

Note—62p.

Available from—The Nutrition Foundation, 888 17th St., N.W., Washington, DC 20006 (no price quoted).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Dietetics, \*Hyperactivity, \*Learning Disabilities, \*Nutrition, Research Methodology, \*Research Problems, Research Projects

Identifiers—\*Feingold (B F), \*Food Additives

In response to the issues raised by B. Feingold regarding the possible role of food additives as a cause of hyperactivity and learning disability, the Nutrition Foundation organized a critical review of Feingold's claims by a group of behavioral and medical scientists. Among the claims made by Feingold was that, when treated with the salicylate and additive free diet, 50% of hyperactive learning disabled children would achieve a "full response, while 75% can be removed from drug management, even if full response to other symptoms is not achieved." Problems in Feingold's research design were found to involve specifying the diet, providing a placebo control, and defining and assessing the study population. A number of studies were reviewed including the following: the Wisconsin studies (J. Harley, et al.); Pittsburgh studies (C. Connors, et al.); Toronto study (J. Swanson, et al.); California study (B. Weiss, et al.); Long Island studies (Mattes and Gitelman-Klein); London, Ontario study (J. Williams, et al.); Australian study (F. Levy, et al.); Erythrosin B (In Vitro) studies; and animal studies. It was concluded that the test of the Feingold hypothesis by putting a child on the elimination diet under double blind conditions is very expensive, time consuming, and technically very difficult; and that based on seven studies involving a total of approximately 190 children, there have been no instances of consistent, dramatic deterioration in behavior, in hyperactive children challenged, under double blind conditions, with artificial food colorings following treatment with the diet that removes these substances. The report to the Nutrition Foundation from the National Advisory Committee on Hyperkinesia and Food Additives is appended. (SBH)

ED 198 668

Larson, Keith And Others

Vocational Assessment of the Severely Handicapped for Utilization in Community Based Vocational Training Programs.

Portland State Univ., Oreg. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 79

Note—92p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Communication Skills, \*Daily Living Skills, Hygiene, Interpersonal Competence, Mobility, Psychomotor Skills, Records (Forms), \*Self Care Skills, \*Severe Disabilities, \*Tests

Identifiers—\*Vocational Assessment, \*Vocational Careers Assessment Severely Handicapped

The document contains an instrument for the vocational assessment of severely handicapped individuals. Provided for each of eight assessment areas are a list of characteristics/procedures for evaluation and a form for recording results. The following areas are covered: general appearance (body cleanliness/grooming, clothing cleanliness, appropriate clothing); communication skills (yes/no concept, appropriate responses to specific situations, providing basic personal information); functional academic skills and understanding (reads time, identifies days of the week and month of the year, counting, math, money skills, writing skills, functional vocational/safety words, identifies shapes and colors, telephone skills); physical skills (gross motor skills); fine motor/job skills (fine motor activities, job skills); self help skills (dressing, grooming, toilet care, feeds self, operates food vending machines); social skills (initiates conversation, responds to conversation, laughs appropriately, specific behaviors, relationships); and community mobility skills (crossing a street at a signal crossing, crossing a street without any signal, walking on a sidewalk, using an elevator). (SBH)

ED 198 669

EC 131 795

Jansson, Karin And Others

Special Pedagogics in Pre-School Education (SIF).

National Swedish Board of Education, Stockholm. Pub Date—Sep 80

Note—17p.

Journal Cit—School Research Newsletter; Sep 1980

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, \*Foreign Countries, \*Instruction, \*Preschool Education

Identifiers—SIF Project, \*Sweden

The SIF project in Sweden investigated problems of special education at the preschool level. Project activities included the analysis of diagnosis and treatment methods, participation in a preschool institution where parental education and special support were essential aims, and a study of the problem prevention functions of environmental planning. One part of the SIF project investigated the factors stimulating and inhibiting the implementation of the basic attitude to child care expressed in official reports. Among conclusions were that the staff of a preschool institution should take the children's needs at their starting point but regard the problems which arise as being connected with the situation as a whole and not only the specific child, and that the contributions of the expert in the preschool institution should be made principally by staff and parents. The document includes lists of reports from the Department of Practical Education, other publications, and graduate and postgraduate theses. (SBH)

ED 198 670

EC 131 796

Chambers, Jim R. And Others

Mastery Learning of Stunts and Tumbling Activities for the Mentally Retarded.

Mississippi Univ., University; North Mississippi Retardation Center, Oxford.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—80

Grant—59-P-20555/4

Note—211p. The document was also funded by the University Affiliated Program of Mississippi and the University of Mississippi Graduate School Research Grant.

Pub Type—Guides - Classroom - Teacher (052) —



## Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Curriculum Guides, \*Mastery Learning, \*Mental Retardation, Models, Motor Development, \*Physical Education, \*Psychomotor Skills, \*Student Evaluation, Teaching Methods, \*Tumbling

Intended for physical education teachers of the handicapped, teacher educators at teacher training institutions, and research workers in areas of the handicapped, the document reports the effects of a theoretical model of teaching psychomotor tasks on the motor behavior of mentally retarded children. Chapter 1 introduces a psychomotor teaching model and offers testing procedures to measure children's motor performance on selected motor parameters, including plantar flexion strength; quadriceps strength; hamstring strength; reaction time (hand/auditory; foot/auditory; hand/visual; foot/visual); balance; sit; and reach. Outlined for each of the motor parameters are the objective, equipment, protocol (task learning and test administration), and scoring. Chapter 2 describes the teaching of stunts and tumbling via a mastery learning psychomotor model. The bulk of the document consists of the entire curriculum of the psychomotor teaching model. A comprehensive evaluation of the psychomotor teaching model is reported in Chapter 3. (SBH)

ED 198 671

EC 131 797

## Residential Services Position Paper.

Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.

Pub Date—Feb 80

Note—41p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Group Homes, \*Mental Retardation, \*Normalization (Handicapped), \*Residential Institutions, \*State Programs, \*Trend Analysis

Identifiers—\*Pennsylvania

The document states the future direction of the Pennsylvania Office of Mental Retardation in planning and policy development for residential programs. Section I provides an overview, traces the history of residential services in Pennsylvania, and describes the residential system in Pennsylvania as of June, 1978. Section II outlines a continuum of services (from independent living to institutional living) and considers anticipated and desired trends in residential program development. Consideration is given to independent living; family care homes; community living arrangements; interim care facilities; private licensed facilities; and state centers, mental retardation units, and contracted facilities. A final section offers recommendations for future action in the following areas: changes in law, regulations, and funding patterns; needed planning initiatives; program development strategies; improved program accountability; increased staff development capability; and provision of community education. (SBH)

ED 198 672

EC 131 798

Cavin, Janis Irie

## Attitudes Toward Programs for Gifted Children.

Pub Date—80

Note—11p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (11th, Las Cruces, NM, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Attitudes, Elementary Secondary Education, Exceptional Child Research, \*Gifted, \*Parent Attitudes, \*Program Attitudes, Surveys, \*Teacher Attitudes

A questionnaire to measure attitudes toward gifted programs was given to 113 teachers, 23 administrators, and 91 parents. Seven areas were investigated: definition, characteristics, identification, educational needs, funding priority, teacher characteristics, and current provisions. Among findings were the following: parents, as a group, were less informed and less critical of existing public school programs than were teacher and administrator groups; individuals with a college degree tended to respond in greater agreement with expert opinion than did their noncollege counterparts; the group which reported having had a gifted close friend was in closer agreement with literature on gifted student characteristics than the group of persons who did not report having had a gifted close friend; and respondents appeared to share an overall favorable

impression of what the gifted student is likely to be. (SBH)

ED 198 673

EC 131 799

Thomas, Adele K.

## Attribution Training for Children with Learning Difficulties. Final Report to the Laidlaw Foundation.

Brock Univ., St. Catharines (Ontario).

Pub Date—Jun 80

Note—52p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, \*Coping, Elementary Education, \*Learning Disabilities, Locus of Control, Problem Solving, \*Program Effectiveness, Self Concept, \*Student Attitudes, \*Training Methods

Identifiers—\*Learned Helplessness

The study examined learned helplessness in approximately 200 elementary aged learning disabled (LD) students and the effectiveness of classroom based attribution training and coping skills training for these children. Ss received one half hour training 3 days a week for 5 weeks in a program which used techniques of modeling, direct instruction, and reinforcement to provide effective coping strategies for difficult problem solving. The program began with novel nonacademic tasks with a gradual increase in the amount of academic work presented. Students were encouraged to "rethink" out loud desirable self statements and to cope with the possibility of failure in challenge items. The three teacher groups either received the full workshop training, received a workshop training focusing on rethinking and success but not including challenge items, or received a workshop training on learned helplessness without the specific rethinking and challenge techniques. Results indicated that the LD children tended to have negative personal attitudes and beliefs about academic achievement. The program appeared to have its greatest effects on skills related to persistence. There were no significant differences between the experimental group and the group which did not offer challenging tasks (though these teachers may have spontaneously offered more challenging activities). The program had minimal impact on attitudes. Although parents and teachers rated the LD boys higher in helplessness, the LD girls had attitudes about achievement which were more self blaming than those of boys. The teachers had positive reactions centering on the program's effectiveness in translating affective educational guidelines into specific program objectives. (DB)

ED 198 674

EC 131 800

Gray, Ann S. Shriver, David K.

## Basic Skills—Learning Disabilities: A Secondary Learning Disabilities Resource Program Handbook for Teachers.

Augusta County Schools, Staunton, Va.

Pub Date—78

Note—63p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Basic Skills, Coping, \*Curriculum, Guidelines, Instructional Materials, Language Arts, \*Learning Disabilities, Mathematics, \*Program Descriptions, \*Remedial Instruction, \*Resource Room Programs, Resource Teachers, Secondary Education, Student Evaluation, Student Placement

Identifiers—Virginia

The handbook provides general information about the resource program for learning disabled (LD) students at the secondary level in Augusta County, Virginia. Noted in the section on program philosophy is the intention to provide academic skills and coping strategies through a unified combination of remedial and compensatory teaching. The section on needs of the LD adolescent population includes a list of 21 minor program modifications possible in the regular classroom. Criteria for special services are detailed in the section on program eligibility. Briefly noted is the flexible period of enrollment in the resource program. Described in the section on personnel roles are the roles of the learning disabilities resource teacher, the regular classroom teacher, the guidance counselor, and the principal. The curriculum (stressing language arts, mathematics, and survival skills) and appropriate instructional materials are briefly considered. Principles of both student evaluation and program evaluation are mentioned. The final section notes the role of the local special

education advisory committee. Appended are detailed curriculum objectives and a list of suggested instructional materials. (DB)

ED 198 675

EC 132 401

Rourke, Jane Davis

## Teachers and Occupational Therapists: A Partnership for Children with Special Needs (Pre-Vocational).

Pub Date—Apr 80

Note—12p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-77).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, \*Disabilities, \*Employee Attitudes, \*Interdisciplinary Approach, Interpersonal Competence, \*Occupational Therapists, Occupational Therapy, Prevocational Education, Secondary Education, Special Education, \*Special Education Teachers, Vocational Education, \*Vocational Education Teachers, Work Attitudes

Occupational therapists should work cooperatively with special educators and vocational educators in the prevocational and vocational education of handicapped adolescent students. The occupational therapist's knowledge of disabling conditions, the therapeutic relationship, and methods of adapting tools and equipment are of particular value in such an interdisciplinary team. A prevocational program for the handicapped should stress such necessary aspects as attitude toward work, punctuality, appearance, attitude toward coworkers, attitude toward supervisor, speed of work, concentration/attention, personal hygiene, and social skills. Handicapped adolescents also need experiences to provide appropriate career awareness. (DB)

ED 198 676

EC 132 402

Burkhalter, Bettye Walden, John

## Enhancing Services to the Handicapped Through Networking.

Pub Date—[80]

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, \*Delivery Systems, \*Disabilities, \*Human Services, \*Information Networks, \*Program Development

Participation by agencies in a network can provide access to a wider range of services and resources for the handicapped and can enable additional agencies to take advantage of information regarding specialized resources and services to the benefit of unlimited others. The major obstacle to effective networking is the fear that participation in a formal network will erode an agency's control over its own data. A successful network involves careful planning, understanding financial requirements, establishing effective interagency cooperation and communication, and utilizing computer technology as a networking tool. The most important purposes of networking are communication and cooperation, establishment and delivery of service, and creation of a comprehensive quality data base. (SBH)

ED 198 677

EC 132 403

Payne, Glen C. And Others

## The Relationship of Coping to Adaptive Behavior: Implications for Education.

Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adjustment (to Environment), \*Coping, Literature Reviews, \*Mental Retardation, \*Models

A coping process model is offered as a guide to the construction of intervention and planning programs for the mentally retarded. Current conceptions and measurement of adaptive behavior focus on whether or not a person handled a problem well, not how the person handles the problem situation. The paper views coping behavior as the process of adaptation, and adaptation as the end result of the coping process. A model for this coping process is described and includes a sequence of coping behaviors: confronting the situation, thoughtfully engaging the situation to find possible solutions, persistence at trying out solutions, and usually achieving solutions. Limita-

tions of this application of the coping process are explored. Examples of training studies pertaining to independent functioning and personal and social responsibility are critiqued according to the coping process model. It is demonstrated that a fully conceptualized and operationalized intervention program for the mentally retarded could be based on this coping process model. (Author/SBH)

ED 198 678 EC 132 404

**Motivation Station: A Guide for Teacher-Made Instructional Games.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 79  
Contract—300-77-0482

Note—218p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Disabilities, \*Educational Games, Elementary Secondary Education, \*Teacher Developed Materials

The booklet is designed to assist special class teachers in developing different types of teacher made games for presenting new concepts to exceptional children. An introduction contains sections on the effective use of games, utilization of games, use of the rebus with games, utilization of tutors, maintenance of games, tips for designing teaching materials, tips for making teaching materials, steps for making game parts, hints for keeping game parts together, trying out materials, laminating, and the issue of providing answers directly on teacher made games. Instructions along with illustrations for assembly of items are provided for games involving wheels, centerfolds, file folders, computers, open ended gameboards, and potpourri. A bibliography and section for notes conclude the booklet. (SBH)

ED 198 679 EC 132 405

*Jordan, Jerry And Others*

**A Process Analysis Approach to the Development of a Competency-Based Curriculum in Therapeutic Recreation at the Masters Degree Level.**

Temple Univ., Philadelphia, Pa. Dept. of Recreation and Leisure Studies.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—[79]  
Grant—G007501148

Note—453p.; Colored pages may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—\*Competency Based Education, \*Curriculum Development, \*Disabilities, Higher Education, Masters Programs, Professional Training, \*Recreation, \*Therapy

Identifiers—\*Therapeutic Recreation

The purpose of the project was to develop and design a competency based curriculum in therapeutic recreation at the masters degree level, both for application and implementation at Temple University, and as a model that has the potential for adoption and/or adaptation by other colleges and universities involved in the provision of a graduate curriculum in therapeutic recreation. Project activities included a review of the literature; development of roles; development of tasks; establishment of a sample and administration of job task analysis; grouping of tasks by segments of therapeutic recreation service; development of competencies; identification of knowledge and skills encompassed by each competency; a survey on acquisition of knowledge and skills; development of learning objectives, learning activities, and evaluative criteria; development of module packets; and a national symposium on competency based education. Based on the initial review of literature, the input of various consultants, and discussions with various educators in therapeutic recreation, it was decided that an initial effort would consist of the implementation of a pilot competency based course. Finally, the pros and cons of a competency based curriculum were considered and implications for implementation were pointed out. The bulk of the document contains module and minimodule packets on the following topics: development of department philosophy, policies and procedures, hiring staff, budget preparation, administrative reports, participation in administrative meetings, grantsmanship, public relations, interagency coordination, consultation, supervision, inservice training, basic recreation pro-

grams, application of research to program development, program evaluation, equipment and supplies, client assessment, participation on treatment teams, development of treatment plans, activities analysis, therapeutic recreation activities planning, clinical reports, leisure counseling, community integration of clients, research, mental illness, mental retardation, physical disabilities, aging, drugs and alcohol, corrections, legal liability, and legislative processes. Among appendices are a job task analysis form, a syllabus for the pilot competency based course, and information on activity skills component materials. (SBH)

ED 198 680 EC 132 407

**A Plan to Develop a Training Program for Pediatricians in the Care of Children with Educational Handicaps. Final Performance Report. Revised.**

Children's Hospital Medical Center, Boston, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—451BH80067

Pub Date—Jun 80  
Grant—G007603476

Note—105p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Curriculum Development, \*Disabilities, Elementary Secondary Education, \*Fellowships, \*Inservice Education, Needs Assessment, \*Pediatrics, Physicians, Preschool Education, \*Professional Training, \*Program Development

The document presents the final report of a 3 year project to assess and respond to gaps in primary physicians' knowledge of child development in general and handicapping conditions in particular. In an introductory section it is explained that a minifellowship program was developed which offered sessions in the following areas: clinical procedures; speech and language evaluation; audiological evaluation; diagnosis of specific learning disabilities in the school age child; issues of attention and activity in the school age child; evaluation and management of developmental problems in adolescence; developmental issues and assessment and management of developmental problems in the preschool years; management of developmental problems and assessment of problems in infants and toddlers; evaluation and management of the multihandicapped child; evaluation and management of the child with hearing impairment; discipline, management, and counseling issues; and pediatric roles in the management of developmental problems. Cited among findings of a needs assessment survey involving 97 pediatricians was that pediatricians did not view practical experience as an adequate substitute for formal training in developmental assessment skills. It is explained in Section III that the minifellowship curriculum design contained five major sections: a general overview of development, developmental assessment, and pediatric roles in intervention and management; the infant/toddler years in terms of cognitive development, language development, motor development, temperament, social-emotional development, sensory impairments, and early intervention; the preschool years including sensory perceptual development and preschool assessment; the school age years adding the subjects of learning disorders and hyperactivity; and adolescent development and behavior. Evaluations of part time fellowship participants are presented in Section IV. A final section identifies three fundamental prototypes of pediatricians requiring individualized preparation—the primary care physician who is a community based generalist for whom developmental pediatrics is one of the large number of subspecialty areas with which he must be familiar; the pediatrician who is a generalist in primary care practice but who has a special interest in the handicapped child and in developmental pediatrics; and those fully involved in the care of handicapped children. (SBH)

ED 198 681 EC 132 408

*Ritchie, Shirley, Ed.*

**Project ASCENT: Mainstreaming Gifted and Talented in Early Childhood. Volume II.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date—78

Note—170p.; Print is marginal in parts.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Class Activities, Creative Development, \*Curriculum, Early Childhood Education, \*Gifted, Humanistic Education, Inservice Teacher Education, \*Mainstreaming, Parent Participation, Program Descriptions, \*Talent, \*Talent Identification, Teacher Role

Project ASCENT, a program in which early childhood gifted and talented children are provided with differentiated curricula while remaining in the mainstream setting, is described. The first chapter reviews project goals, rationale, staff, and roles of personnel including the support teacher. Identification methods, including a Piagetian test, are examined in the second chapter. Inservice training for staff is described in Chapter 3, while Chapter 4 details curriculum aspects, including discussion of the basic, affective, creative, and differential curriculum. The curriculum section lists extensive activity suggestions. Two final chapters consider the parent involvement component and project evaluation. (CL)

ED 198 682 EC 132 409

**Annual Report of the Rehabilitation Services Administration to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1979.**

Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—E-80-26000

Pub Date—80

Note—166p.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Compliance (Legal), \*Disabilities, \*Federal Legislation, \*Rehabilitation Programs, Research, \*Vocational Rehabilitation

The annual report discusses the FY 1979 administration of the Rehabilitation Act of 1973. Covered are five aspects (sample subtopics in parentheses): program operations (basic vocational rehabilitation program, services to the blind and visually handicapped, rehabilitation for American Indians); program development activities (special projects for the severely disabled, handicapped migratory and seasonal farm workers, special recreation programs, independent living rehabilitation); National Institute of Handicapped Research (rehabilitation engineering program, rehabilitation research and training centers); advocacy and coordination activities (interagency liaison, the White House Conference on Handicapped Individuals, and the Office for Handicapped Individuals); and Title V of the Rehabilitation Act (requirements for nondiscrimination, Architectural and Transportation Compliance Board, and the Interagency Coordinating Council). (CL)

ED 198 683 EC 132 410

*Finkbeiner, Paul K. And Others*

**Developing Special Education Competencies in Regular Educators: California's Plan.**

Pub Date—[80]

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Compliance (Legal), \*Disabilities, \*Mainstreaming, \*Preservice Teacher Education, State Programs, \*Teacher Education, \*Teaching Skills

Identifiers—\*California

California's approach to training regular education teachers to deal with mainstreamed handicapped students as mandated by P.L. 94-142, the Education for All Handicapped Children Act, is described. Training focuses on preservice education and the state's development of competencies regarding exceptional students for teachers and administrators. Implementation considerations of the teaching skill regulations are noted for institutions of higher education and the State Commission for Teacher Preparation and Licensing. A series of workshops on the teaching skills is described. Alternative models—the intrinsic, core component, restructure, transdisciplinary, inservice, and student teaching models—are briefly described. (CL)

## ED 198 684

EC 132 412

Heward, William L.  
Visual Response System Demonstration Project.  
Final Report.

Ohio State Univ., Columbus. Research Foundation.  
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Apr 79

Grant—G007703334

Note—324p; Some pages in appendixes are marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.  
Descriptors—\*Educational Technology, Electromechanical Aids, \*Individualized Instruction, Mainstreaming, \*Mild Disabilities, \*Small Group Instruction

Identifiers—\*Visual Response System

The report details development and implementation of a project to use the visual response system (VRS) to aid the mainstreaming of mildly handicapped students. The VRS uses overhead projectors, individual earphones, and other hardware at each student's desk so that students can respond to teacher presentations. The advantages are listed for the VRS environment in programed learning. The report details the design, construction and maintenance of the VRS. The next section reviews research using the VRS to teach the learning disabled, emotionally disturbed, and educable mentally retarded composition, punctuation, spelling, mathematics (fractions), science (photosynthesis), self management, and student-student interaction. The VRS was found to be an effective learning environment for small groups of mildly handicapped students. Project inservice training and dissemination activities are detailed. Extensive appendixes include VRS materials for the lessons and for inservice teacher training. (CL)

## ED 198 685

EC 132 416

Brown, Betty B.

Initiatives Planned by the South Carolina Department of Education for the Provision of Vocational Education to Handicapped Pupils.  
Briefing Paper.

South Carolina State Dept. of Education, Columbia.

Pub Date—[79]

Note—13p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Compliance (Legal), \*Disabilities, Secondary Education, State Departments of Education, \*State Programs, \*Vocational Education  
Identifiers—\*South Carolina

The briefing paper examines the problems in providing vocational education to handicapped secondary students in South Carolina; reviews three major laws mandating vocational training for the handicapped (the Education for All Handicapped Children Act, the Rehabilitation Act of 1973, and the Vocational Education Act of 1963 as mandated through 1976); and discusses approaches planned by the State Department to resolve the problems. Among those initiatives are monitoring individualized education programs for their consideration of vocational education needs, development of appropriate program designs for vocational education, and provision of career counseling for handicapped students and their parents. (CL)

## ED 198 686

EC 132 424

Jackson, Joyce F. Comp. May, Marcia J. Comp.  
What's Where? A Catalog of Products Developed by HCEEP Projects.

Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—300-77-0508

Contract—300-77-0508

Note—83p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Catalogs, Communication Skills, \*Disabilities, Early Childhood Education, \*Gifted, Handicap Identification, Home Programs, \*Instructional Materials, Mainstreaming, Parent Education, \*Talent

Identifiers—\*Handicapped Childrens Early Education Program

The catalog lists 126 products developed by 30 HCEEP projects (Handicapped Children's Early Education Projects). Products are arranged al-

phabetically by title and include information on author, date, pagination, intended audience, content, availability source, and price. Products listed cover such aspects as activity guides, behavior management, child development, child find, communication devices, gifted and talented children, home programming, mainstreaming, and parent education. (CL)

## ED 198 687

EC 132 425

Jeffers, George C. Williams, Bobby L.  
Public Law 94-142: College Faculty Development—Retraining the Trainers.

Pub Date—80

Note—12p; Paper presented at the Annual Convention of the Northeastern Educational Research Association (Ellenville, NY, October, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Compliance (Legal), \*Disabilities, \*Faculty Development, Higher Education, Mainstreaming, \*Preservice Teacher Education, Teacher Educator Education

Identifiers—\*Education for All Handicapped Children Act

The paper describes the changing preservice teacher education structure instituted at the State University College of Arts and Sciences at Potsdam, New York to comply with the trends dictated by P.L. 94-142, the Education for All Handicapped Children Act. Ten competency clusters are listed as the basis for the regular teacher education program, with six components of training interwoven (including modeling and practice in simulated settings). Change strategies are diagramed. Noted are activities to involve key faculty members in program development. (CL)

## ED 198 688

EC 132 426

Davis, Sharon Cave, Odessa

A Review of Selected Inservice Training Components of States' 1978-79 Annual Program Plans.  
Council for Exceptional Children, Reston, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 79

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Individualized Education Programs, \*Inservice Teacher Education, National Surveys, \*State Programs

The inservice training sections of annual program plans of 49 states were reviewed to determine states' responses to specific regulations. All states indicated needs for training, most frequently specifying the individualized education program as the area in which training was needed. Other high priority areas reported were least restrictive environment, procedural safeguards, and diagnostic procedures. Regular class teachers, parents of handicapped children, and special class teachers ranked as the top three personnel targets of training. Other components of inservice reviewed were processes for determining training needs, record analysis, strategies for training, uses of incentives, sources of funding, and evaluation procedures. (CL)

## ED 198 689

EC 132 427

Ross, John W. Weintraub, Frederick J.  
Equitable Competency Testing: Emerging Policy Issues and Options for Handicapped Students.

Council for Exceptional Children, Reston, Va.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—Dec 80

Grant—G007702411

Note—21p; A part of the Policy Options Project.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, \*Educational Policy, Educational Trends, \*Graduation Requirements, \*Minimum Competency Testing, Policy Formation, Public Policy, Secondary Education

The issues surrounding minimum competency testing (MCT) and the handicapped are analyzed in light of federal mandates in P.L. 94-142, the Education for All Handicapped Children Act, for a free appropriate public education. Five policy approaches regarding graduation requirements are considered for positive and negative implications: the pass/fail approach; the certificate of attendance approach; the individualized education program approach; and the curricular approach (each

curriculum having its own graduation requirements). The importance of flexibility in making and applying policy is emphasized. (CL)

## ED 198 690

EC 132 429

Robinson, Jacques H. And Others  
Local Education Agency Inventory of Programs and Policies for the Vocational Education of Handicapped Students. Revised Edition.

Kent State Univ., Ohio.

Pub Date—80

Note—201p; For related document, see ED 159 851.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Disabilities, Educational Policy, Elementary Secondary Education, Needs Assessment, \*Policy Formation, Program Development, Program Evaluation, \*Vocational Education

The guide, based upon Vocational Education of Handicapped Students: A Guide for Policy Development by S. Davis and M. Ward, is intended to help local education agency (LEA) administrators and supervisors conduct evaluation and needs assessment of vocational education programs, policies, and procedures related to handicapped students. Each of eight modules includes policy guidelines and space for reviewing LEA program aspects. Modules focus on the following areas: planning and administration, identification of students and their vocational needs, vocational assessment, individualized vocational education programs, program planning, service delivery, facilities and equipment, and personnel. (CL)

## ED 198 691

EC 132 431

Czajkowski, Laura And Others

Directions in Adapted Physical Education.

South Dakota State Div. of Elementary and Secondary Education, Pierre; South Dakota Univ., Vermillion.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—451AH00542

Pub Date—Jun 80

Grant—G007900843

Note—128p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Adapted Physical Education, \*Curriculum, \*Disabilities, Elementary Secondary Education, \*Instructional Materials, \*Motor Development, Student Evaluation, Teaching Methods

The guidelines are intended to help educators plan and develop comprehensive motor development/physical education programs for the handicapped. Topics covered include the following (sample subtopics in parentheses): an overview of federal and state legislation influencing future physical education programming (components of an individualized educational program); assessment of motor skills (summaries of 11 instruments); curriculum components; selection of curriculum materials (curriculum design and content); nineteen curricula materials in adapted physical education (evaluations of each according to a curriculum assessment checklist); programming strategies (bibliography on behavioral management); and statewide (South Dakota) resources. (CL)

## ED 198 692

EC 132 432

Art Enrichment: How to Implement a Museum/School Program.

Texas Univ., Austin.

Spons Agency—Institute of Museum Sciences (ED), Washington, D.C.

Pub Date—80

Note—48p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Art Activities, Art Education, \*Cooperative Programs, Elementary Secondary Education, Enrichment, Enrichment Activities, \*Gifted, \*Museums, \*Program Development, School Community Relationship, \*Talent

The manual describes a step by step approach to initiating and carrying out a museum-school program for gifted and talented students. General and specific objectives of an art enrichment program are considered. Initial planning and pilot program aspects are addressed, including transportation, curriculum, and expansion. Source of federal funds are noted and sample job descriptions of program per-



sonnel are included. Approaches to selecting students for the art enrichment program are made. Structure, curriculum, and evaluation are examined. The suggestions of program directors for a museum-school program cover communication, scheduling, lesson suggestions, and miscellaneous suggestions. The activities of the Art Enrichment Program at the University of Texas at Austin are listed for 9 months. Among appended materials are sample forms and lesson plans. (CL)

ED 198 693 EC 132 433

Haggard, Beth. Shelnutt, Sandra

Pre-Vocational Training Program for the Severely Handicapped.

Pub Date—Apr 80

Note—15p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-32).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Prevocational Education, \*Primary Education, \*Severe Mental Retardation, Task Analysis, Teaching Methods

The paper describes a prevocational training program for primary age trainable and severely retarded students. Three goals were established: to improve fine motor skills, visual perception and cognitive skills, and work habits and attitudes. Ten tasks (including stuffing envelopes and toy car assembly) were chosen and task analyzed. Results of a 7 year old's performance on a work sample test indicated that the student learned best by using a total teaching format, that verbal reinforcement was the most effective approach, and that the student exhibited great motivation. (CL)

ED 198 694 EC 132 434

Davidson, Michael S., Ed. Davidson, Mary W., Ed. Proceedings of the Conference on Birth Defects for Educators (May 4, 1978).

Montclair State Coll., Upper Montclair, N.J. Spons Agency—March of Dimes, Montclair, N.J.

Pub Date—80

Note—65p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alcoholism, \*Congenital Impairments, \*Counseling, Drug Abuse, \*Genetics, \*Medical Services, Nutrition, \*Parenthood Education, Pregnancy, \*Prenatal Influences

Six papers from a 1978 conference on birth defects focus on prevention. G. Stickle ("The Health of America's Babies: How Do We Stack Up?") reviews risk in pregnancy, cites inadequate prenatal care and maternal nutrition, and discusses examples of how the United States is not applying its knowledge of how to improve pregnancy outcome. In "Genetic Counseling for Prenatal Diagnosis—Amniocentesis," E. Lilienthal reviews her procedures for counseling parents prior to and after amniocentesis. "Birth Defects and Veneral Disease" is discussed by T. Thiel. H. Jacobson ("Birth Defects and Nutrition") analyzes the problem of low birthweight babies. C. Brinker ("Birth Defects—Drugs, Alcohol, and Tobacco") discusses approaches to educating adolescents about the effects of addiction on pregnancy. In the final paper, "Dealing with the Birth Defects Problem," F. Desposito summarizes the state of the art in educating children about genetics, nutrition, and birth defects. (CL)

## FL

ED 198 695 FL 011 117

Limón, Jose E.

The Folk Performance of Chicano and the Cultural Limits of Political Ideology.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Note—32p.; In its Working Papers in Sociolinguistics, Number 62, p1-28, Jul 1979.

Available from—Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anthropology, Ethnography, \*Folk Culture, Hispanic American Culture, Language Research, \*Mexican Americans, \*Political Attitudes, Pragmatics, Social Science Research, \*Sociocultural Patterns, Sociolinguistics

Identifiers—\*Chicanos, \*Ideology, Nicknames

This paper focuses on problematic nature of the term "chicano" within the United States-Mexican community, and especially in Texas. A revisionist thesis is discussed in two parts: (1) the conversion of this folk name into a public, ideologically expressive symbol in the 1960's did not achieve its intended purpose of political unification; and (2) in part this failure may be attributed to the unintentional violation of a community's cultural rules for the socially appropriate use of the term, rules keyed on "chicano's" definition as folkloric performance in the generic areas of nicknaming and slurs. Literary, historical, and anecdotal evidence is elicited to support the claim that the term "chicano" affirms cultural identity and that it involves a cultural and not a manifestly political use of the term. The claim is made on the basis of field-work, anecdotal reports and dialogues, as well as surveys of attitudes toward self-referent terms among Mexican Americans that the folk performance of chicano appears to be governed by certain cultural rules of restriction. One conclusion is that those who would use folkloric aspects of culture should be attentive not only to textual accuracy, but also to such things as context, performance rules, and folk attitudes toward their own folklore. (Author/AMH)

ED 198 696 FL 011 795

Wilkenfeld, Deborah

Prosodic Encoding in Silent Reading.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.

Pub Date—80

Note—8p.; In its CUNY Forum, Nos. 7 and 8, p230-236, Fall 1979/Spring 1980.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Decoding (Reading), \*Memory, Nouns, \*Phonology, Pronunciation, \*Reading Processes, Stress (Phonology), Structural Analysis (Linguistics), \*Suprasegmentals, Verbs

Identifiers—\*Short Term Memory

In silent reading, short-memory tasks, such as semantic and syntactic processing, require a stage of phonetic encoding between visual representation and the actual extraction of meaning, and this encoding includes prosodic as well as segmental features. To test for this suprasegmental coding, an experiment was conducted in which subjects were given word lists to read silently. The last word in each list was to be read aloud. This word in each list was phonetically ambiguous, its syllabic stress dependent upon whether its syntactic function was that of a noun or a verb. The other words in the list carried stress identical to that of the "less-preferred" pronunciation of the ambiguous words, as determined unknowingly by the subjects beforehand. The less-preferred pronunciation was elicited in a majority of cases, indicating that there is a prosodic phonetic representation in short-term memory that is biasing pronunciation of the ambiguous word. It is hypothesized that cognitive parsing of written language parallels parsing in reception of spoken language, and that prosody is also used to mentally represent the phonetic structure of a sentence once it has been computed. Internal structural representations of reading, then, are based in an auditory rather than a visual medium. (PJM)

ED 198 697 FL 011 825

Jordens, Peter

Case Errors in German as a Foreign Language: An Experimental Examination of a Hypothesis Based on a Psycholinguistic Model of Sentence Production.

California Univ., Los Angeles. Dept. of English. Pub Date—Dec 79

Note—35p.; In its Workpapers in Teaching English as a Second Language, Volume XIII, p69-102, Dec 1979.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Case (Grammar), College Students, Error Analysis (Language), \*German, Language Research, Psycholinguistics, \*Second Language Learning, Young Adults

Identifiers—Passives

Speakers of languages without a surface case sys-

tem tend, when learning German, to place predicate nominals erroneously in the accusative case when the verb is passive or the sentence governs a passive rather than an active situation. Three hypotheses are offered to explain this phenomenon: (1) the learner carries over the deep structure relations of active sentences into passive contexts; (2) the sentence position (final) at which the incorrect accusative occurs is identified by the learner as always requiring an accusative; and (3) the incorrect application of the accusative is both restricted to passive sentences and in particular to final position, i.e., case markings in final position tend to be determined exclusively on the basis of the deep structure "action + patient." Dutch and American university students were asked to make grammatical acceptability judgments on German sentences. An analysis of the results verifies hypothesis 3 against hypothesis 2. In a second experiment, the same students were asked to judge whether the determiners in a series of sentences were correct. An analysis of the results verifies hypothesis 3 against hypothesis 1. (JB)

ED 198 698 FL 011 861

Erickson, Frederick

Timing and Context in Children's Everyday Discourse: Implications for the Study of Referential and Social Meaning.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Note—45p.; In its Working Papers in Sociolinguistics, Number 67, p1-43, Feb 1980.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Language, \*Connected Discourse, Discourse Analysis, Interpersonal Competence, Language Acquisition, Language Research, Semantics, \*Sociolinguistics, Speech Communication, Young Children

An oral screening test administered by an adult to a five-year-old child was transcribed and analyzed. The test was chosen as an example of a referential communication task that is also a social communication task. The analysis demonstrates that a participant in communication assumes that the other participants are employing strategies for inferring social meaning, and that a failure of two participants' inferences to match results in a "stumbling" and a misunderstanding even on the literal, referential level. In the case of the screening test, one result of misunderstandings is that the child's overall score is different from what it would have been had she been more skilled in interpreting the social meaning of talk. A key aspect of processes of conversational inference, and interpersonal coordination is shown to be the timing of interaction. Behavioral means by which communication is socially and rhythmically organized are discussed, with reference to the development of these means as an aspect of child language acquisition. (JB)

ED 198 699 FL 011 864

Phillips, Susan B.

Syntactic Variation in Judges' Use of Language.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—23p.; In its Working Papers in Sociolinguistics, Number 70, p1-21, Apr 1980.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Court Judges, \*Discourse Analysis, Hearings, Language Research, \*Language Styles, \*Questioning Techniques, Semantics, Sociocultural Patterns, Sociolinguistics, Speech Communication, \*Syntax

Identifiers—\*Legal Vocabulary, \*Question Types

The specific concern in this study is to consider the nature, social significance, and consequences of syntactic variation in the question forms used by judges when taking guilty pleas from criminal defendants. Nine judges from a court of general jurisdiction in Arizona were observed and tape-recorded while presiding over several procedures that involve the judge talking a great deal. The particular data presented here involved the change of plea. Generally, it was observed that topics were handled in a variety of syntactic procedures, and that the most legally significant portions varied least. At the same

time, there was variation among the judges in their handling of the same procedure. It appears that the choice of question form made by the judge has considerable patterned and predictable effect on the sequential structure of the discourse that follows. The type of factual basis resulting from one tactic rather than the other may have been quite deliberately intended by the judge, although the choice of one question form over another might have been unconscious. The analysis of these discourse events suggests the possibility of establishing a correlation between syntactic variation in question form with both general social dimensions and dimensions that are specific to the particular institutional context in which individuals are engaged in interaction. (AMH)

**ED 198 700** FL 011 867

Tannen, Deborah  
Toward a Theory of Conversational Style: The Machine-Gun Question.  
Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date—Mar 80

Note—18p.; Paper presented at the annual meeting of the Linguistic Society of America (Los Angeles, CA, December 27, 1979). In its Working Papers in Sociolinguistics, Number 73, p1-16, Mar 1980.

Available from—Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Discourse Analysis, Human Relations, \*Interaction, Language Research, \*Language Styles, Sociolinguistics, \*Speech Communication

Identifiers—\*Questions

This paper, part of a larger study, focuses on a single linguistic device, the "machine-gun question," which was used by three of six participants in a Thanksgiving dinner conversation. This conversational device is characteristic of a style that seems to grow out of the need to have others approve of one's wants. It is a style characterized here as "high-involvement." The other three participants exhibited a style which seems to grow out of the need to not be imposed upon, or the need for independence; it is characterized as "high-considerateness." The "machine-gun question" is spoken at a rapid rate and is timed to come either as an overlap or a latch on the interlocutor's utterance. It also has reduced syntactic form and marked high or low pitch. It requests information, and it may come in a series. This type of question has its corollary in an answer characterized by reduced form, rapid timing, and marked low or high pitch. Examples of such questions and answers demonstrates the process of perceiving intentions among interlocutors in conversation. A conclusion is that intentions are perceived correctly in proportion to the degree to which conversational style is shared. (AMH)

**ED 198 701** FL 012 013

Ingram, D. E.  
Community Attitudes to Language Learning in Schools.

Pub Date—Aug 80

Note—38p.; Paper presented at the National Language Congress of the A.F.M.L.T.A. (Sydney, Australia, August 23-27, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Surveys, Educational Policy, \*Language Attitudes, \*Language Planning, Public Opinion, \*Second Language Learning

Identifiers—Australia

The results of a survey on the nature of social attitudes toward language learning are presented. A review of previous surveys indicates strong community support for language learning, but those surveys did not contain information specific enough to explain why language enrollments are declining in Australia. For the present survey, three hundred subjects were interviewed at random, divided equally into groups termed "migrants," "Australian-born," and "students." Several strong trends emerged: (1) a favorable overall attitude; (2) oral skills were favored; (3) the failure to develop oral skills to an acceptable level was seen as the main

factor causing students to drop out of language learning; (4) support for some sort of language requirement; (5) early introduction of language instruction; and (6) "student" attitudes tended to be less favorable than those of the general public. The results of this survey confirm those of previous studies. They suggest that the root causes for the "malaise" in language teaching lie in the inappropriateness and ineffectiveness of what the system has offered, and the damaging effects of many administrative decisions. (AMH)

**ED 198 702** FL 012 026

Ingram, D. E.

The Future of Community Languages in Australia.

Pub Date—Aug 80

Note—45p.; Paper presented at the Panaustralian Conference on Modern Greek Studies (6th, Adelaide, Australia, August 29-31, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cross Cultural Training, Educational Needs, Educational Policy, \*Multicultural Education, \*Second Language Instruction

Identifiers—\*Australia

This paper looks at the role of languages in multicultural education in Australia. Despite numerous supportive statements, the reality is shown to be that the teaching of community languages has not significantly increased Australia-wide and that the language teaching system has not significantly changed to meet the new needs. It is shown that multicultural education based solely around culture teaching must fail, that language learning must be seen as an essential part of culture teaching, and that it is the principal component of the education system that most successfully meets the needs of multicultural education, especially in the area of favorable cross-cultural attitude development. If language teaching is to meet these needs, it must be re-thought. Reference is made to some of the ways in which methodology must be changed to develop worthwhile skills and to effect favorable attitude change. Consideration is given to the proposition that a moratorium should be placed on further educational developments for multiculturalism and the suggestion that the "fad" of multiculturalism of the 1970s should be allowed to pass. Such views are shown to be wholly unacceptable. Rather than allowing the emphasis on multiculturalism to decline, what is required is that policies and their implementation be thought out more rationally and systematically. (Author)

**ED 198 703** FL 012 077

Carey, Susan Bartlett, Elsa  
Acquiring a Single New Word.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—14p.; In its Papers and Reports on Child Language Development, Number 15, p17-29, Aug 1978.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Language, Individual Differences, \*Language Acquisition, Language Research, Lexicology, Psycholinguistics, \*Vocabulary Development, Young Children

Twenty children aged 3;0 to 3;10 were studied for behavior related to the acquisition of a single new word ('chromium,' which was presented as designating the color olive green). The research was conducted in three cycles: prior to exposure to 'chromium,' at the time of a single encounter with that word, and about a week after the first encounter. On a sorting task, performance improved markedly from one cycle to the next. A comprehension task revealed that the children varied in their assignment of a particular color as referent for 'chromium,' with 47% giving a correct assignment at cycle 2 and 63% at cycle 3 (compared with 35% for a control group). A naming task revealed some evidence that experience with 'chromium' influenced the child's naming category for olive. Of the children who understood a hyponym task, none changed his/her judgment whether chromium was a color between the second and third cycles. The failure of half the children to learn anything makes conclusions difficult but points to further considerations, including the cause of 'fast mappings.' (JB)

**ED 198 704** FL 012 085

Tyler, Lorraine K. Marslen-Wilson, William D.  
Understanding Sentences in Contexts: Some Developmental Studies.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—13p.; In its Papers and Reports on Child Language Development, Number 15, p102-113, Aug 1978. Not available in paper copy due to small type.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Language, \*Cognitive Development, \*Language Acquisition, Language Processing, Language Research, Listening Comprehension, Psycholinguistics, Semantics, Young Children

Identifiers—Cohesion, \*Contextualization, \*Integrative Processes

Dutch children (ten five year olds and ten seven year olds) were asked to repeat two-clause sentences that varied in internal semantic cohesiveness. Results showed that semantic factors were primary in determining the five year olds' performance, while seven year olds, though possibly not insensitive to semantic variables, were retaining syntactic information about both high and low cohesion sentences. In a second experiment, 40 English children aged five or seven were asked to repeat variously cohesive sentences in which each of two clauses was, with respect to previously read material, either repetitious, informative, or irrelevant. Five year olds were shown to be more dependent on word order for semantic integration in that they performed best with a repetitious/informative model. Seven year olds could rapidly semantically integrate sentences with a variety of information structures. With regard to integration errors and first clause omissions, asymmetries appeared between the five and seven year olds which indicated that the former were more limited than the latter in the kind of information that was sufficiently rapidly integrated to allow for the appearance of over-integration errors. These results indicate that the developmental sequence in question is one in which the basic skill is the interpretation of utterances in their context. (JB)

**ED 198 705** FL 012 086

Ammon, Mary Sue Slobin, Dan I.  
A Cross-Linguistic Study of the Processing of Causative Sentences.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—16p.; In its Papers and Reports on Child Language Development, Number 15, p114-128, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Language, Contrastive Linguistics, English, Italian, Language Acquisition, \*Language Processing, Language Research, Listening Comprehension, Psycholinguistics, Serbo-Croatian, Slavic Languages, Turkish, Uralic Altaic Languages, Young Children

Identifiers—\*Causatives (Grammar), Inflection (Grammar), Word Order

Children aged 2;0 to 4;4, including native speakers of English, Italian, Serbo-Croatian, and Turkish, were asked to demonstrate causative statements by acting them out with toy animals and dolls. The major analysis focused on the total number of correct acting-out responses and the way this score related to several variables. Performance improved with age within the range surveyed, but the rate of growth was not the same from one age period to the next. Children learning the two inflectional languages performed better than did children learning the two word-order languages. The superior performance of the Turkish-speaking children appeared to be related to the fact that Turkish inserts a particle in the verb to carry out this function, while the other languages express the causative with a periphrastic construction. The similarities and differences in performance growth curves also point to particular aspects of language development in the four languages. For instance, the Serbo-Croatian curve appears indicative of the children's difficulty in attending to both word order and inflectional cues. Continued errors at later ages are evident in both Italian and English, but the linguistic cause in each case is distinctive. In summary, the results suggest that sentence processing is aided by surface markings which identify the roles of particular

words. (JB)

**ED 198 706**

FL 012 087

Aksu, Ayhan

**The Acquisition of Causal Connectives in Turkish.** Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—12p.; In its Papers and Reports on Child Language Development, Number 15, p129-139, Aug 1978.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Language, Discourse Analysis, \*Language Acquisition, Language Research, Psycholinguistics, \*Turkish, Young Children Identifiers—\*Causatives (Grammar)

The elicited speech of 26 Turkish children ranging in age from 2;0 to 4;6 was examined with respect to causality. The developmental sequence of the acquisition of causal connectives showed a progression from the use of no explicit connectives to the acquisition of connectives that are context-dependent. The next stage in this progression was the acquisition of connectives that are independent of contextual support. Thus relations expressed with deictic reference within the situational context emerge first, while relations expressed with anaphoric reference within the linguistic context emerge next. Finally, relations that are independent of context and established only through logical connection are the last to be acquired. (Author/JB)

**ED 198 707**

FL 012 088

Andersen, Elaine S.

**Will You Don't Snore Please? Directives in Young Children's Role-Play Speech.**

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—12p.; In its Papers and Reports on Child Language Development, Number 15, p140-150, Aug 1978.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Language, Discourse Analysis, Language Acquisition, Language Research, Psycholinguistics, \*Role Perception, Role Playing, Young Children

Identifiers—\*Directive Speech

The speech of 18 children aged 4;1 to 7;1 during role-playing sessions simulating family, doctor, and classroom situations was analyzed for the use of directives. Six categories of directive formula types were identified, and the use of each of these in each context was examined with a view to determining the child's sense of what directive is appropriate for a given role. The data suggest that children are aware very early of status associated with certain roles and relationships whether that status is related to age, sex, or occupation, and have the verbal skills necessary to mark this in their communicative behavior. By age four, children employ the full range of directive types found in adult speech, and they systematically modify the realization of directives in response to the social context. (Author/JB)

**ED 198 708**

FL 012 089

Leonard, Laurence B. And Others

**Aspects of Child Phonology in Imitative and Spontaneous Speech.**

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—10p.; In its Papers and Reports on Child Language Development, Number 15, p151-159, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Language, Discourse Analysis, \*Imitation, Infants, \*Language Acquisition, Language Research, \*Phonology, Psycholinguistics

The speech of each of eight children aged 15 to 24 months was monitored in an informal setting and analyzed for the imitation of nonsense words introduced by the experimenter. In a second session, objects were introduced as referents for the nonsense words. Results failed to support the two initial hypotheses, namely that children imitate in part because the adult model contains phonological characteristics not yet incorporated in the infant's phonological system; and that a child's imitative utterances reflect phonological characteristics that overestimate the developmental level of the phonological system. The findings indicate that caution

should be used in inferring selection patterns from data including imitative utterances, since selection constraints may relax in spontaneous speech and seem absent in imitation. The apparent relaxation of constraints may be facilitated by the demands of co-occurring developments in the child's lexical and semantic-syntactic acquisition. Children's imitations do not betray the phonological principles of the selection constraints still operating on their spontaneous speech in that they do not include consonants and syllabic shapes absent from the children's spontaneous usage. Exceptions to phonological patterns appear in imitative as well as spontaneous speech. (Author/JB)

**ED 198 709**

FL 012 090

Greenlee, Mel

**Learning the Phonetic Cues to the Voiced-Voiceless Distinction: A Comparison of Child and Adult Speech Perception.**

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—11p.; In its Papers and Reports on Child Language Development, Number 15, p160-169, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, \*Auditory Perception, \*Child Language, Children, \*Language Acquisition, Language Research, \*Phonetics, Phonology, Psycholinguistics, Young Children Identifiers—\*Voicing

Children and adults participated in two speech perception experiments in which they listened to recorded consonant-vowel-consonant (CVC) words in random order and responded by indicating which number of a word-pair they had heard. Some but not all stimuli that were intended to induce perceptual cross-over were successful in getting subjects to change the voicing category of their responses. Both vowel duration and subject age were found to significantly affect judgments about final obstruent voicing. Children showed perceptual cross-overs later in the duration continuum. These results are consistent with previous research. One result that remains to be explained, however, is the failure of the three-year-olds to shift their responses according to variations in vowel duration. The task may have been too difficult, or vowel duration differences in isolation may not have been sufficient cues to the final voicing contrast. The research is viewed as an inconclusive contribution to the issue of whether production or perception takes precedence. (Author/JB)

**ED 198 710**

FL 012 109

Hollerbach, Wolf

**Foreign Languages in the Eighties: What Is to Be Done? A Second Report.**

Pub Date—Dec 79

Note—16p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Second Language Programs, \*Degree Requirements, Educational Assessment, Graduate Study, Higher Education, Program Evaluation, Second Language Instruction, Surveys

Identifiers—University of Alaska

The report presented here is a follow-up and complement to a first report, which was submitted in 1978 to the Dean of the College of Arts and Sciences at the University of Alaska (Fairbanks). The general question underlying this report concerns the adequacy or inadequacy of this university's program offerings with respect to foreign language (FL) preparation. (Foreign language in this report stands for any non-English language.) The sources of this report are articles published in news and professional magazines and journals, statistical data from various sources, college catalogs, and responses to a questionnaire sent to 25 universities. The report treats the following topics: (1) arguments for FL learning; (2) recent past and present status of FL instruction in the U.S.; (3) data on FL instruction on the undergraduate level in U.S. universities; (4) FL instruction on the graduate level; and (5) the requirement question. The report recommended that a committee of faculty and students from various disciplines be formed to study the adequacy of language preparation at the University, the desirability of reintroducing the language requirement, and the forms such a requirement might take. (AMH)

**ED 198 711**

FL 012 117

Porcher, Louis

**Reflections on Language Needs in the School.**

Council of Europe, Strasbourg (France).

Pub Date—80

Note—46p.

Available from—Director of Education, Culture, and Sport of the Council of Europe, Strasbourg, France (\$2.50).

Pub Type—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—\*Communicative Competence (Languages), Educational Objectives, Elementary Secondary Education, Immigrants, Language Skills, \*Language Teachers, Learning Motivation, \*School Role, \*Second Language Instruction, Student Centered Curriculum, \*Student Needs, Teacher Characteristics, Teaching Methods, \*Transient Children

Identifiers—France

This study attempts to make a broad appraisal of the needs experienced by students of foreign languages in the schools. The object of the study is to draw up a methodology and offer a set of didactic tools which will help to progress toward the overall educational objectives of the Modern Languages Project of the Council of Europe. The starting point of this study is the practical conditions in which languages are taught in schools today. The section dealing with the methodological context treats factors common to all learners and as well as factors that distinguish school children from other learners. Following this, some already existing research is applied specifically to language needs in the school. The third part treats what is needed in the way of methodological tools related to a list of needs. Specifically addressed is the question of designing teaching methods suitable to the school children concerned, and practical tools which could be produced from these questions. As for measures to be taken, the procedure followed is one of questioning regarding the needs and motives of learners as well as institutional and didactic concerns. The final section discusses a specific methodological case, that of migrant children. (AMH)

**ED 198 712**

FL 012 118

Meehan, Robert L.

**Gullah: Texts and Descriptions. An Annotated Bibliography, with Selected Indexing.**

Pub Date—May 80

Note—125p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Anthropological Linguistics, Books, \*Creoles, \*Gullah, Language Research, Language Variation, Periodicals, Unwritten Languages

A bibliography is presented of written materials relating to Gullah, an Afro-American creole of English. The materials listed were selected with the aim of giving the student of Gullah easier access both to helpful descriptions and to the texts themselves. In some cases, extensive indexing is provided to facilitate the location of Gullah passages that are interspersed with standard speech. The materials are presented according to the following divisions: (1) periodicals, (2) periodicals cited/author cross-reference, (3) recent periodicals searched by the bibliographer, (4) books, and (5) other bibliography sources. Each entry lists the author, source, number of pages, and an annotation. (AMH)

**ED 198 713**

FL 012 120

Gruszka, Pamela J.

**The Present Progressive in Spanish.**

Pub Date—80

Note—14p.; Paper presented at the Symposium on Spanish and Portuguese Bilingualism (4th, Ciudad Juarez, Mexico, November 14-15, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, \*Interference (Language), Language Patterns, Language Research, \*Mexican Americans, \*Spanish, Spanish Speaking, \*Standard Spoken Usage, Textbook Content Identifiers—\*Tense (Verbs)

This study tests the hypothesis that, among bilingual Mexican Americans, the present progressive tense in Spanish is used in the same situations as the progressive would be used in English, even if such usage would not be prescribed by standard Spanish grammar rules. A review is made of Spanish language instructional textbooks concerning the usage



of the present progressive tense in Spanish. The results of the study are based on data from two groups of speakers. The first group is made up of English-dominant bilinguals. Their median length of residence in the United States was 22 years and their median age was 21 years. The other group was of Spanish monolinguals whose median age was also 21 years, and whose median length of residence in the U.S. was 17 months. Personal data and language attitude questionnaires were given as well as a structured choice and a free style test on the use of the present progressive in Spanish. The results of the study in both sections of the test do not support the hypothesis. It is concluded that the choice of the present progressive or simple present tense in Spanish is apparently not dictated by knowledge of English, but is a choice determined by other linguistic factors inherent in the two tenses in Spanish. (AMH)

ED 198 714

FL 012 121

Walz, Joel

**The Early Acquisition of a Second Language Phonology.** *Hamburger Phonetische Beiträge: Untersuchungen zur Phonetik und Linguistik, Band 28 (Phonetics Reports from Hamburg: Investigations in Phonetics and Linguistics, Volume 28).*

Report No.—ISBN 3-87118-353-9

Pub Date—79

Note—144p.

Available from—Helmut Buske Verlag, Schlueterstrasse 14, P.O.B. 13 22 55, D-2000 Hamburg 13, West Germany.

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors—College Students, Contrastive Linguistics, \*Error Analysis (Language), \*French, Language Research, North American English, \*Phonetics, Phonology, \*Pronunciation, Second Language Instruction, \*Second Language Learning, Young Adults

The purpose of this study was to describe the pronunciation of American college students learning French. To gather the data a set of 21 sounds, all theoretically in contrast with English sounds, was chosen. These were elicited in a series of sessions during the subjects' first semester of French. The subjects recorded their pronunciation on tapes, which were evaluated for accuracy. The results obtained were varied and complex. Certain sounds elicited accurate reproduction with few deviations; others produced very inaccurate imitations with few deviations. On the other hand, several sounds evoked responses of varying accuracy and many different deviations. The sounds produced were very often not those predicted by contrastive analysis of the American English and French sound systems. An extensive discussion of contrastive analysis and error analysis, with emphasis on the work of other researchers, is included. (Author/JB)

ED 198 715

FL 012 122

Lencek, Rado L.

**Introduction to the Slovene Language.**

Columbia Univ., New York, N.Y. Dept. of Slavic Languages.

Spons Agency—Office of International Education (ED), Washington, D.C.

Pub Date—80

Grant—G007701910

Note—227p.

Language—English; Slovene

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Descriptive Linguistics, Diachronic Linguistics, Dialect Studies, \*Grammar, Language Patterns, Language Research, \*Morphology (Languages), \*Phonology, \*Slavic Languages, \*Slovenian, Sociolinguistics, Standard Spoken Usage

Identifiers—\*Yugoslavia (Slovenia)

This is a presentation of the Slovene language, one of the three official languages of the Socialist Federal Republic of Yugoslavia and the official or administrative language of the Socialist Republic of Slovenia. The presentation covers the following topics: (1) description of the language, the speech area, and contemporary standard Slovene; (2) historical background; (3) the situation of Slovene among other Slavic languages and dialects; (4) the history and evolution of Slovene; (5) the dialects of Slovene; (6) phonology, morphology, grammatical categories, nominal inflectional pattern, and verbal

conjugational pattern of contemporary Slovene; and (7) the history of Contemporary Standard Slovene and its sociolinguistic problems. A selection of texts and bibliographic documentation conclude the volume. (AMH)

ED 198 716

FL 012 125

Haskell, John F., Ed.

**Focus on the Learner. The Collected papers of the Annual State Convention of Illinois Teachers of English to Speakers of Other Languages and Bilingual Education (8th, Chicago, Illinois, March 21-22, 1980).**

Illinois Teachers of English to Speakers of Other Languages and Bilingual Education, Chicago.

Pub Date—Mar 80

Note—64p.

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Classroom Techniques, \*English (Second Language), Grammar, Handwriting Instruction, Hypnosis, Language Research, Psycholinguistics, Reading Instruction, \*Second Language Instruction, Teaching Methods, Writing Instruction

Identifiers—Paradigmatic Responses

The following papers on English as a second language (ESL) are collected here: (1) "The Joy of Language" by H. Douglas Brown, (2) "Hats Off to the TESOL Classroom Teacher" by Darlene Larson, (3) "Two Languages in One Brain: An Introduction to Psycholinguistics" by Lev Soudek, (4) "Do Techniques Derived from Hypnosis Offer a Positive Contribution to ESL?" by Myrna L. Hammerman, (5) "Increasing Reading Rate without Anxiety in the ESL Classroom" by Denise M. Mahon, (6) "Composition for Advanced Adult ESL Students" by Jean Bergloff Chapman, (7) "Paradigmatic/Syntagmatic Responses and Reading Achievement of the Limited English Speaking Adult" by Richard A. Orem, (8) "Guided Spontaneity: An Approach to Grammar Class" by Irwin Aloff, (9) "Teaching Pronunciation: A Grammar Integrated Approach" by Beth Weisberg, (10) "Handwriting and the ESL Teacher" by Gary Bevington, and (11) "A Decade of Illinois TESOL/BE 1970-1980" by Virginia Welinski. (JB)

ED 198 717

FL 012 126

Hook, Peter Edwin

**Hindi Structures: Intermediate Level. Michigan**

Papers on South and Southeast Asia, No. 16.

Michigan Univ., Ann Arbor. Center for South and Southeast Asian Studies.

Spons Agency—Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.

Pub Date—79

Grant—G007701122

Note—355p.

Language—English; Hindi

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Drills (Practice), \*Grammar, Higher Education, \*Hindi, \*Indo European Languages, \*Language Patterns, Second Language Learning, Structural Analysis (Linguistics)

This book provides instruction and drill in the grammatical structures of Hindi-Urdu; it does not include dialogues or conversational stimuli, readings, or cultural notes. The lessons are arranged into sections that can be covered in 50 minutes of class time; structures and vocabulary are reused at regular intervals, and more difficult topics are introduced later on. The general approach is cognitive in an attempt to make the use of the material depend as little as possible on the mediation of the teacher. There are 26 lessons, including regular review lessons, and a Hindi-English and English-Hindi glossary. The glossary includes word frequency indications and references to the section of the text in which the words occur. The book is illustrated with pen-and-ink drawings of persons, objects, and scenes related to Hindi culture. (AMH)

ED 198 718

FL 012 127

Larsen-Freeman, Diane, Ed.

**Discourse Analysis in Second Language Research.**

Report No.—ISBN 0-88377-163-2

Pub Date—80

Note—187p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$11.95).

Pub Type—Collected Works - General (020) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Child Language, Classroom Communication, \*Discourse Analysis, English (Second Language), Language Research, Non English Speaking, Pragmatics, \*Second Language Learning, Speech Communication

Identifiers—Contextual Analysis, Questions, Tense (Verbs)

The following papers and reports on discourse analysis are included here: (1) "Discourse Analysis, What's That?" by Hatch and Long; (2) "Contextual Analysis of English: Applications to TESL" by Celce-Murcia; (3) "Discourse and Second Language Acquisition of Yes/No Questions" by Vander Brook, Schlue, and Campbell; (4) "An Approach to Conducting Research on the Acquisition of Pragmatic Competence in a Second Language" by Fraser, Rintell, and Walters; (5) "A Discourse Analysis of Tense in Adult ESL Monologues" by Godfrey; (6) "The Register of Impersonal Discourse to Foreigners: Verbal Adjustments to Foreign Accent" by Arthur, Weiner, Culver, Lee, and Thomas; (7) "Correction in Native Speaker-Nonnative Speaker Conversation" by Gaskill; (8) "The Negotiation for Meaning: Repair in Conversations between Second Language Learners of English" by Schwartz; (9) "Language Play in Child Second Language Acquisition" by Peck; and (10) "Turns, Topics, and Tasks: Patterns of Participation in Language Learning and Teaching" by Allwright. (JB)

ED 198 719

FL 012 128

Paulson, Christina Bratt

**Bilingual Education Theories and Issues.**

Pub Date—80

Note—90p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$8.95).

Pub Type—Books (010) — Reports - Research (143) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—\*Biculturalism, \*Bilingual Education, \*Bilingualism, \*Bilingual Students, \*Culture Conflict, English (Second Language), Ethnicity, Immersion Programs, Language Planning, Language Research, \*Models, Sociolinguistics

This study attempts to do the following things: (1) to identify values and assumptions as they influence research on bilingual education; (2) to identify and delineate the major theories employed in explaining and predicting phenomena in bilingual education; and (3) to explore alternative explanations of identical phenomena, and to show that seemingly similar phenomena are in fact different. The first two chapters place bilingual education within a setting of language maintenance and language shift, and give a description of the variables to be found in a bilingual program. They also provide a brief account of the historical-legal development of bilingual programs in the United States. Chapters three and four discuss two models, the equilibrium paradigm and the conflict paradigm. These chapters, a partial review of literature on bilingual education, sort out the various theoretical approaches with their identification of variables and assumptions. The conclusion points out the complex nature of the bilingual education question, and the need to determine which questions, and which problems are most fruitfully answered within the various approaches. (Author/AMH)

ED 198 720

FL 012 130

Cohen, Andrew D.

**Testing Language Ability in the Classroom.**

Pub Date—80

Note—156p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$9.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Cloze Procedure, Criterion Referenced Tests, Item Analysis, \*Language Tests, Listening Comprehension Tests, Secondary Education, \*Second Language Instruction, Speech Tests, \*Test Construction

This book is intended for teachers of second and foreign languages who use and construct tests while they teach. The emphasis is on the process of testing, as well as the process involved in taking a test. The five chapters treat the following points: (1) an overview of classroom testing, its nature, process, and value; (2) a theoretical framework for classroom tests and quizzes in terms of the test itself, the test-taker, and administration and scoring; (3) an analysis of the processes students go through when they

take tests in order to provide helpful insights; (4) an analysis of the components of test items, that is, the item-stimulus format, the item-response format, and the tested response behavior; and (5) an analysis of three types of integrative tests, namely, the cloze test, dictation as a test of listening comprehension and writing, and dialog as a test of speaking. Attention is paid throughout the book to the analysis of results and to the implications of the results. A summary statement, a glossary, and a list of references complete the book. (Author/AMH)

**ED 198 721** FL 012 131  
 Berryman, Cynthia L., Ed. *Eman, Virginia A., Ed. Communication, Language and Sex. Proceedings of the Annual Conference (1st).*

Pub Date—80  
 Note—24p.  
 Available from—Newbury House Publishers, Rowley, MA 01969 (\$10.95)  
 Pub Type—Books (010) — Collected Works - Proceedings (021)

#### Document Not Available from EDRS.

Descriptors—\*Feminism, Instructional Development, \*Language Attitudes, Language Usage, Literature, Role Perception, \*Sex Bias, \*Sex Role, Stereotypes, Teaching Methods, \*Verbal Communication, \*Womens Studies

This volume includes 16 articles on selected research and pedagogical issues related to the gender variable in communication and language. Also presented are two sample syllabi for teaching male/female communication courses, and a summary statement resulting from conference participants' discussion of issues and directions for future instruction and research on the gender variable. The papers are presented under the following headings: (1) The Influence of Literature and Societal Stereotypes; (2) Current Research Perspectives Concerning Sex Differences; (3) "Symbols and Sexism"; (4) "Instructional Practices for Women's Studies and Male/Female Communication Courses"; (5) "Sex Differences in Language Use"; and (6) "Epilogue: Issues and Directions." (AMH)

**ED 198 722** FL 012 133  
 English Teachers' Journal (Israel), No. 23, July 1980.

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.  
 Pub Date—Jul 80  
 Note—62p.

Available from—English Inspectorate, Ministry of Education and Culture, P.O. Box 292, Jerusalem, Israel (\$1.00).

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Class Activities, Discourse Analysis, Educational Television, Elementary Secondary Education, \*English (Second Language), Instructional Materials, \*Reading Instruction, Socioeconomic Influences, Teacher Associations, Teaching Methods  
 Identifiers—\*Israel

This issue contains the following articles and features: (1) "Information for English Teachers"; (2) "The Right to Read in Any Language," by Wilga Rivers; (3) "Applying Theoretical Principles to the Teaching of Reading Comprehension," by Ahuva Weiss; (4) "Social and Economic Influences on English Teaching," by Tzila Kratter; (5) "Training Students to Use the Monolingual Learner's Dictionary," by Adrian Underhill; (6) "Some Suggestions for Teaching in Grade Four," by Lily Vered; (7) "Teaching in Heterogeneous Classes—A Review of Four Years' Experimentation," by Pinchas Becher; (8) "A Reading Experiment in the Classroom," by Carol Godfus; (9) "Reading Strategies and Discourse Analysis of Texts," by Elite Olstain; (10) "English Teachers' Association in Israel"; and (11) "News from the Instructional Television Centre," by Sheila Been, and others. The volume concludes with letters to the editor and synopses in Hebrew of the articles. (AMH)

**ED 198 723** FL 012 140  
 NCSSFL State Reports, 1980.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; National Council of State Supervisors of Foreign Language.

Pub Date—Feb 81  
 Note—43p.; Several reports contain broken type.  
 Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Agency Cooperation, Educational Innovation, Elementary Secondary Education, \*Enrollment Trends, Language Enrollment, Second Language Instruction, \*Second Language Programs, \*State Programs, Teacher Education  
 Reports from 12 state supervisors of foreign languages were compiled. Each report describes a state's elementary- and secondary-level foreign language programs and activities as of November 1980. Topics covered include basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative foreign language programs or projects, and other major activities. The states represented are Alabama, Connecticut, Florida, Georgia, Montana, Oklahoma, Pennsylvania, Texas, Utah, Virginia, Washington, and West Virginia. (JB)

**ED 198 724** FL 012 143  
 Duran, Richard P.

**Bilinguals' Skill in Solving Logical Reasoning Problems in Two Languages.**

Educational Testing Service, Princeton, N.J.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80  
 Grant—NIE-G-78-0135  
 Note—24p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Abstract Reasoning, Adults, \*Bilingualism, Language Dominance, Language Processing, Language Research, \*Logical Thinking, \*Reading Comprehension, \*Recall (Psychology)

The present paper describes results of a study that investigated 209 bilingual Puerto Rican college students' ability to solve verbal deductive reasoning problems administered in Spanish and English in relation to their reading comprehension skills in either language. A series of confirmatory factor analyses revealed that the data on reasoning and reading test scores in either language was best accounted for by a theoretical model that presupposed that a common set of skills was involved in solving deductive reasoning problems in either language. Reading comprehension skills in Spanish and English were found to constitute two separate ability factors among bilingual subjects. (Author)

**ED 198 725** FL 012 146  
 Brunt, Richard J.

**A Basic Vocabulary and a Bibliography for Scientific and Technical English.**

Essen Univ. (West Germany). Inter-University Language Testing Group.

Report No.—IUS-WP-4  
 Pub Date—Sep 80  
 Note—30p.

Available from—Interuniversitäre Sprachtestgruppe, Attn: Chairman, Fachbereich 3, Universitätsstrasse, Universität Essen, 4300 Essen 1, West Germany (free; single copies only).

Language—English; German

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bibliographies, \*English for Special Purposes, \*German, Higher Education, Mathematical Vocabulary, Sciences, Technology, Vocabulary

Identifiers—\*Scientific and Technical Vocabulary  
 The selection of 594 words in this basic vocabulary list was compiled from various dictionaries and frequency lists for physics, mathematics and civil engineering. The list attempts to include those words which have been found to be unknown by German students learning English for science and technology. In addition to the word list, a bibliography is included which lists all those works relevant for the teaching of English for special purposes in Germany up to the end of 1979. These are arranged according to the predominant subject matter. The bibliography includes a list of dictionaries. (AMH)

**ED 198 726** FL 012 152

Corbett, Peter C.  
**Setting Standards in English Language.**

Pub Date—80  
 Note—23p.; Paper presented at the International Symposium on Educational Testing (4th, Antwerp, Belgium, June 24-27, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*English for Special Purposes, \*Language Proficiency, \*Language Tests, Postsecondary Education, \*Reading Tests, Student Needs

A case is made for the use of "banding" as a method of assessing language progress. In a banding system, the range of language proficiency from beginner to native speaker is divided into bands, each one representing a distinct, discernible, and describable level of ability. Banding seems to be most useful in circumstances when the specific purpose for which the person is studying a language can be specified, and when standardized tests of the specific variety needed are not available. In addition, it is useful when the test population is small and the course is an experimental one. An instance of testing reading comprehension and evaluating the outcomes according to the banding system is described. Twenty-nine students representing a cross-section of the graduate students at the English Language Center in Saudi Arabia were tested. Results indicated that: (1) successful banding seems possible only when teachers and test designers are clear about the kind and level of language proficiency expected; and (2) test designers can help maintain good banding standards by designing a variety of tests, each one tailored to particular needs. A copy of the reading comprehension test described is appended. (AMH)

**ED 198 727** FL 012 153  
 Evaluation of the Bilingual (English-Ukrainian)

Program 1978-79. Edmonton Public Schools.  
 Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Oct 79  
 Note—51p.; For related document, see FL 012 154.  
 Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Bilingual Education, Bilingualism, \*Cultural Education, \*Educational Assessment, Elementary Education, English, Language Skills, Mathematics, Needs Assessment, \*Program Evaluation, Reading Skills, \*Slavic Languages, \*Ukrainian

Identifiers—\*Bilingual Programs

A partial immersion bilingual (English-Ukrainian) program was introduced at the Grade 1 level in September 1974 by the Edmonton Public School Board. By September 1979, the program included Grades 1 to 5. A yearly evaluation of the program has been conducted to determine: (1) the students' achievement in mathematics, English, and Ukrainian, (2) the attitudes of parents and program personnel toward the program, and (3) reasons students leave the program. This report is of the evaluation of Grades 2-5. Among the findings of the study are the following: (1) the bilingual program students achieved as well as, or better than, students in the regular program in mathematics and reading; (2) the students are acquiring a degree of proficiency in the Ukrainian language; (3) parents, teachers, and principals agreed that the students are developing an appreciation of the Ukrainian culture; (4) the majority of parents were satisfied with their child's English and Ukrainian academic progress; (5) teachers reported that a number of instructional materials and an appropriate program description for each grade were required; and (6) of the students who withdrew from the program and who did not move, program and academic problems accounted for 61% of the withdrawals. (Author/AMH)

**ED 198 728** FL 012 154  
 Ewanshyn, E., Ed.

**Evaluation of a Ukrainian-English Bilingual Program, 1978-1979.** Edmonton Catholic School System.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Mar 80  
 Note—72p.; For related document, see FL 012 153.  
 Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Bilingual Education, Bilingualism, Catholic Schools, \*Cultural Education, \*Educational Assessment, Elementary Education, Eng-

lish, Language Skills, Mathematics, Needs Assessment, \*Program Evaluation, Reading Skills, Religious Education, \*Slavic Languages, \*Ukrainian

#### Identifiers—\*Bilingual Programs

This report, fifth in the series, is an evaluation study of the Ukrainian-English Bilingual Program in the Edmonton Catholic School System. It examines three areas: (1) pupil academic achievement, (2) pupil cultural appreciation, and (3) perceptions of relevant groups toward the program. Pupils enrolled in the program in Grades 1 through 5 during the 1978-1979 school year participated in the study. These students were matched with control groups, and both groups were given achievement tests to evaluate academic progress. Questionnaires were used to determine the perceptions of parents, teachers, and principals. The major findings indicated that: (1) students in the bilingual program achieved as well in English language arts and mathematics as students in the regular program; (2) students had made very significant progress in learning Ukrainian; (3) parents and teachers indicated that students had acquired an appreciation of Ukrainian culture and an understanding of the Ukrainian Catholic Rite; (4) the religious component of the program, including instruction in the Ukrainian Catholic Rite, was rated very highly by the parents; (5) program objectives were perceived to be appropriate and were being achieved, to a large extent; and (6) teachers expressed a need for further inservice training and identified a need for curricular and instructional materials. (Author/AMH)

ED 198 729

FL 012 161

de Felix, Judith Walker

#### Who Becomes Bilingual? An Investigation into Personalities of Bilingual Teachers.

Pub Date—80

Note—23p.; Paper presented at the meeting of the American Association of Teachers of Spanish and Portuguese (San Juan, PR, August 15, 1980). Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingualism, \*Bilingual Teachers, Higher Education, Language Dominance, \*Language Proficiency, Language Research, \*Personality Assessment, \*Predictive Measurement, Spanish Speaking, Teacher Education

This study attempts to determine factors which would predict Spanish ability in experienced bilingual teachers in order to plan language development lessons for prospective bilingual teachers. A review of literature on personality, social, and psychological factors in learning a foreign language suggests that there may be some correlation between these factors and native bilingualism as well. A study was undertaken of experienced teachers in graduate schools of education, all born in the U.S. and raised in Spanish-speaking homes. Tests were administered to assess language ability and personality factors. A discriminant function analysis was conducted to determine which of the 39 scores from these three tests were the most promising. In a second phase of the study, a regression analysis was conducted to measure the effects of the personality variables on the dependent variable of oral Spanish ability. The study was then generalized to a larger population. The results of this part of the study indicate that the findings of the first two phases could not be generalized to the population of native bilingual teachers. However, both studies indicated that formal Spanish courses do not necessarily lead to the development of active and passive language skills. (AMH)

ED 198 730

FL 012 164

Stockwell, Dorothy B.

#### English as a Second Language Instructors as Providers of Educational Brokering Services for Adults.

Pub Date—May 80

Note—131p.; M.A. Thesis, University of Minnesota.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports — Research (143)

#### EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, \*Adult Educators, Educational Research, \*English (Second Language), \*Human Services, Postsecondary Education, Questionnaires, State Surveys, Student Needs, Teacher Characteristics

This study was undertaken in an effort to understand the role English as a second language (ESL) instructors and program coordinators play in assist-

ing their adult students apart from providing specific language instruction. This role has been defined as that of an educational broker—one who may provide information, counseling, assessment, advocacy or on-going support to students. A questionnaire was devised and distributed to ESL adult educators throughout Minnesota to determine the services the educators provided, the needs they perceived the students to have, the services which should be provided by instructors, and important attributes of effective instructors. Responses indicated that ESL program personnel did perform educational brokering services, particularly as related to educational needs, coping and daily living problems, and career or vocational concerns. Respondents perceived the greatest student needs for information, counseling, and on-going support, especially as related to vocations, education, and coping problems. There was general agreement that ESL instructors should provide information, assessment, and on-going support for students, with divided opinions regarding the provision of counseling and advocacy. Interest in attending workshops to further develop instructor attributes tended to parallel the importance associated with the attributes. (Author/JB)

ED 198 731

FL 012 167

Mackay, R. And Others

#### Theory and Practice in English for Specific Purposes.

Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date—Nov 79

Note—38p.; In its *Lenguas para objetivos específicos*, Number 6, p27-38, Nov 1979.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Charts, Communicative Competence (Languages), \*English for Special Purposes, Graphs, Illustrations, Instructional Materials, Language Research, Postsecondary Education, Sciences, Service Occupations, Speeches, Teaching Methods, Written Language

This paper stresses the unified nature of the Languages for Special Purposes (LSP) operation, and argues for increased research at every phase. It deals specifically with the following topics: (1) a procedural ESP model in which the ESP activity is conceived of as a whole, and the various stages in the planning and mounting of an ESP program are identified; (2) the use of illustration in written scientific texts and in scientific lectures; (3) lexical cohesion in scientific discourse focusing on the device of lexical substitution in unscripted lectures and the characteristic patterns operating within data of this kind; (4) the use of graphs and figures in written scientific discourse, involving a comparison between the discourse characteristics associated with the use of tables and characteristics associated with the use of graphs; and (5) a description of the steps in developing a course in English for Occupational Purposes designed specifically for the communication needs of service personnel in a university setting. (Author/AMH)

ED 198 732

FL 012 168

#### On Some Conjuncts Signalling Dissonance in Written Expository English.

Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date—Nov 79

Note—22p.; In its *Lenguas para objetivos específicos*, Number 6 p95-116, Nov 1979. Paper presented at the Convention of Teachers of English to Speakers of Other Languages (Mexico City, Mexico).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English (Second Language), Second Language Instruction, \*Writing Instruction

Identifiers—\*Connectives (Grammar)

Traditional studies of contrastive connectives (for example "yet," "in contrast," "however," "nevertheless," and "on the other hand") emphasized the logical relationship expressed by these connectives as they connect two sections of text. In harmony with this approach, contrastive connectives are often presented to students of English as a second language as expressing similar logical relationships between one sentence and another in simple sequences of two sentences. In this paper, the differing conditions are characterized which determine the appropriateness of a number of connectives marking

a particular kind of contrast called "dissonance." Some ways are suggested in which these connectives cannot be understood without taking into consideration the discourse contexts in which they appear. (Author)

ED 198 733

FL 012 170

#### Directory of Bilingual Programs in New York State 1979-1980.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—80

Grant—G0077C0041

Note—137p.

Pub Type—Reference Materials - Directories/Catalogs (132)

#### EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Ancillary School Services, Elementary Secondary Education, \*Federal Programs, Fellowships, Migrant Programs, \*State Programs, Teacher Education

Identifiers—\*Bilingual Programs, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, Elementary Secondary Education Act Title VII, New York

This is a comprehensive listing of federal and state bilingual programs in New York State by funded project, program or district, number of pupils in program, grade level, language or type of program, grant amount awarded, and project director or contact person. The following types of programs are represented: (1) basic programs funded by the Elementary and Secondary Education Act (ESEA) Title VII, (2) fellowship programs at institutions of higher education funded by Title VII, (3) teacher training programs at institutions of higher education funded by Title VII, (4) support services projects funded by Title VII, (5) educational opportunity programs funded by ESEA Title I and New York State Pupils with Special Educational Needs (PSN), (6) migrant programs funded by Title I under the Migrant Bilingual Materials Acquisition and Program Development Project, (7) programs funded under ESEA Title IV-C, and (8) temporary apportionment for pupils of limited English speaking proficiency under New York State Chapter 720. (JB)

ED 198 734

FL 012 171

Gonzalez, Ann

#### Ethnocentrism and Teaching Writing to Foreign Students.

Pub Date—79

Note—10p.; Paper presented at the Annual Meeting of the College English Association (10th, March 22-24, 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Influences, \*Culture Conflict, \*English (Second Language), Ethnocentrism, Expository Writing, Higher Education, Rhetoric, \*Second Language Instruction, Teaching Methods, \*Writing Instruction, \*Writing Processes

The rhetoric teacher's aim is to make the native English speaker cognizant of the thought processes he or she has been taught to use by the culture. This approach does not work with foreign students because perception, imputation of meaning, and construction of reality appear to be bound by the logic and grammar of the language we speak. The following steps are suggested for teaching expository writing to speakers of other languages in college English courses: (1) show the foreign student how the American English speaker's culture trains readers to react in particular ways to written texts; (2) encourage the students to become aware of differences in expectations in their own culture; and (3) require revisions, that is, rephrasing of sentences or restructuring of paragraphs to clarify content. It is proposed that the key to the problem lies in the recognition that cultural differences exist in all levels of communication, especially the written text, and that these differences should not be explored in terms of better or worse, but in terms of effective or ineffective for a particular audience in a particular setting. (AMH)



**ED 198 735** FL 012 172

An Annotated Bibliography of English as a Second Language Instructional Materials.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Spons Agency—Office of International Education (ED), Washington, D.C.

Pub Date—80

Grant—G0077C0041

Note—115p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Annotated Bibliographies, Audiovisual Aids, \*Bilingual Education, Elementary Secondary Education, \*English (Second Language), \*Instructional Materials, Reference Materials, Supplementary Reading Materials, Textbooks

This bibliography is intended to serve as a resource guide for school personnel working with students who are bilingual and/or students for whom English is a second language. The bibliography begins with an alphabetized list of the materials to be annotated. The entries are arranged under the following headings: (1) auxiliary books, (2) audiovisual, (3) career education, (4) kits, (5) readers, (6) reference, (7) series, and (8) texts. Each entry provides bibliographical information, suggested grade level, and a short annotation. (AMH)

**ED 198 736** FL 012 173

Barendsen, Robert D., Ed.

The English Language Test Used by the People's Republic of China in Selecting Candidates for Study Abroad in 1978-79.

Department of Education, Washington, D.C.

Report No.—E-80-14013

Pub Date—80

Note—19p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Skills, \*English (Second Language), Grammar, Higher Education, International Educational Exchange, \*Language Tests, Language Usage, Listening Comprehension, Reading Comprehension, Second Language Studies, Study Abroad, Translation Identifiers—China

This is the English-language portion of the special examinations used by the authorities of the People's Republic of China in selecting the initial groups of Chinese coming to the United States under the official exchange agreement. The examination proper is preceded by an introduction which provides background information on the test itself and the scoring system. The written section of the test includes the following: (1) multiple choice questions on usage; (2) sentences for correction of errors; (3) reading comprehension passages; and (4) sentences and paragraphs for translation from English to Chinese, and from Chinese to English. The oral part of the examination consists of two sections: a short English paragraph to be read aloud by the examinee, and a free conversation period. (AMH)

**ED 198 737** FL 012 195

Scarcella, Robin C., Ed. Krashen, Stephen D., Ed.

Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Research Forum. Issues in Second Language Research.

Report No.—ISBN-0-88377-143-8

Pub Date—80

Note—181p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$13.95).

Pub Type—Books (010) — Collected Works - Proceedings (021) — Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—\*Communicative Competence (Languages), Cultural Influences, Diaries, Language Processing, Language Research, \*Learning Processes, \*Neurolinguistics, \*Second Language Learning, \*Suprasegmentals, \*Syntax

The following papers are included: (1) "The Theoretical and Practical Relevance of Simple Codes in Second Language Acquisition" (Krashen); (2) "Talking to Foreigners versus Talking to Children: Similarities and Differences" (Freed); (3) "The Levortov Machine" (Stevick); (4) "Acquiring a Second Language when You're Not the Underdog" (Edelsky and Hudelson); (5) "Acculturation and Second Language Acquisition" (Stauble); (6) "Diary of a Language Learner: A Further Analysis" (Schumann); (7) "An Introspective Analysis of an

Individual's Language Learning Experience" (Bailey); (8) "The Role of Creolization in Schumann's Pidginization Hypothesis for Second-Language Acquisition" (Andersen); (9) "Cerebral Organization in Bilingual and Second Language" (Galloway and Krashen); (10) "Neurolinguistic Processing of a Second Language: Experimental Evidence" (Carroll); (11) "Communicative Competence, Variable Rules, and Interdisciplinary Research" (Briere); (12) "Communicative Competence: Can It Be Tested?" (Oller); (13) "Prosodic and Articulatory Features in Adult Language Learning" (Neufeld and Schneiderman); (14) "Prosodic Development: Some Pilot Studies" (Gilbert); (15) "The Acquisition of English Relative Clauses by Second Language Learners" (Schumann); (16) "An Investigation of Syntactic Transfer in Adult Second Language Learners" (Gass); (17) "Predictors of Relative Clause Production" (Chiang); (18) "How Similar are Spanish as a First Language and Spanish as a Foreign Language?" (Van Naerssen); (19) "Can Acquisition Take Place in the Language Classroom?" (Terrell and others); (20) "Some Effects of Instruction on Child and Adolescent ESL Learners" (Lightbown and others); and (21) "Measuring the Use of Communication Strategies" (Beebe). (JB)

**ED 198 738** FL 012 201

Bartos, Marilyn. And Others

Language and Man: An Exploratory Foreign-Language Program for Grade Six.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Monroe County Community Schools Corp., Bloomington, Ind.

Pub Date—72

Note—121p.; For related document, see ED 131 679.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Body Language, \*Cultural Education, Elementary Education, \*Fles, \*French, Grade 6, Linguistics, \*Second Language Programs, Sociolinguistics

This curriculum guide presents a program introducing sixth-grade children to the study of language, of languages other than English, and specifically of French. An initial section includes a variety of activities designed to interest students in the study of language, its peculiarities, complexities, and importance in life. Prior to the first French lesson, two days are spent learning about gestural language. The French language is introduced through its sounds and through a look at the French-speaking world. Basic skills are then introduced in the following order: greetings, time and the calendar, weather, the body and clothing, school, home and family, food, and sports. (JB)

**ED 198 739** FL 012 205

Pack, Alice C., Ed.

TESL Reporter, Vol. 7.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—73

Note—78p.; Not available in paper copy due to print quality.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Artificial Languages, Childrens Literature, Cloze Procedure, Cultural Education, Dictionaries, Educational Games, \*English (Second Language), Grammar, Pronunciation, Reading Instruction, \*Second Language Instruction, Vocabulary Skills

Identifiers—Antonyms, Chinese People, Crossword Puzzles, Homonyms, Names, Questions, Synonyms, Tense (Verbs)

This volume o: a publication devoted to providing ideas and guidance for teachers of English as a second language includes articles on teaching reading, vocabulary, pronunciation, grammar, and culture. (MN)

**ED 198 740** FL 012 206

Pack, Alice C., Ed.

TESL Reporter, Vol. 8.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—74

Note—65p.; Not available in paper copy due to print quality.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cloze Procedure, Communicative Competence (Languages), Dialogs (Language), Educational Games, \*English (Second Language), \*Second Language Instruction, Syntax

This volume of a publication devoted to providing ideas and guidance for teachers of English as a second language includes articles on teaching communication and syntax and on using games, cloze procedure, and dialogs in the classroom. (MMN)

**ED 198 741** FL 012 207

Pack, Alice C., Ed.

TESL Reporter, Vol. 9.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—75

Note—72p.; Not available in paper copy due to print quality.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Cloze Procedure, Cultural Education, Educational Games, \*English (Second Language), Language Laboratories, Newspapers, Pronunciation, \*Second Language Instruction

This volume of a publication devoted to providing ideas and guidance for teachers of English as a second language includes short articles on cloze testing; teaching culture; using games, the media, and language labs; and teaching pronunciation. (MMN)

**ED 198 742** FL 012 208

Pack, Alice C., Ed.

TESL Reporter, Vol. 10, No. 3.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—77

Note—22p.; Not available in paper copy due to print quality.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Computer Assisted Instruction, Contrastive Linguistics, \*English (Second Language), Reading Instruction, \*Second Language Instruction, Sentence Structure, Student Behavior, Student Teacher Relationship, Test Construction, Writing Instruction

This issue of a publication devoted to providing ideas and guidance for teachers of English as a second language includes the following articles and features: (1) "Toward Interactive Modes in Guided Composition," (2) "Computer Compatibility in the Classroom," (3) "Discourse Structure in Reading," (4) "Terminal Behavior and Language," (5) "Sector Analysis and Working Sentences," (6) "Hocus-Focus or TPR?" and (7) "The Contrastive Analysis Hypothesis and ESL Proficiency Testing." (JB)

**ED 198 743** FL 012 209

Pack, Alice C., Ed.

TESL Reporter, Vol. 11, No. 1.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—77

Note—24p.; For the rest of Volume 11, see ED 150 856 and ED 159 893-894. Not available in paper copy due to print quality.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Educational Research, \*English (Second Language), \*Peer Teaching, Reading Instruction, \*Second Language Instruction, \*Student Motivation, Writing Instruction

Identifiers—American Samoa, Silent Way (Gattegno), Suffixes

This issue of a publication devoted to providing ideas and guidance for teachers of English as a second language includes the following articles and features: (1) "2LL + CIM = TLP: An Equation That Can [Mean] Total Success for Language Teaching," (2) "Improving Reading Comprehension through Peer Persuasion and Competitions," (3) "ESL Reading—Research and Applications," (4) "Peer Teaching in American Samoa—Forget It!" (5) "Linguistic and Non-linguistic Images in Dr. Seuss: Or, How to Read Between the Lines," (6) "The Silent Way: Another Method," (7) "English through Continuing Education at BYU-HC," (8)

"But They're Not Motivated," (9) "The TESL Teacher and English Suffixes," and (10) "Second Year of Composition Program." (JB)

**ED 198 744** FL 012 220  
Hudelson, Sarah, Ed.

Learning to Read in Different Languages. Linguistics and Literacy Series: 1. Papers in Applied Linguistics.

Center for Applied Linguistics, Washington, D.C.  
Report No.—ISBN-0-87281-118-2  
Pub Date—Jan 81

Note—144p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$7.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Bilingualism, Case Studies, Children, Contrastive Linguistics, Deafness, English, English (Second Language), Error Analysis (Language), German, Oral Reading, Polish, Psycholinguistics, \*Reading, Reading Ability, \*Reading Processes, Reading Research, Second Language Learning, Spanish, Vietnamese

The following papers on acquisition of reading skills are included: (1) "Miscue Analysis and Future Research Directions" (Goodman); (2) "Reading in Spanish: Insights from Children's Miscues" (Barrera); (3) "An Investigation of the Oral Reading Behaviors of Native Spanish Speakers Reading in Spanish" (Hudelson); (4) "A Study of Oral Reading in Polish and English: A Psycholinguistic Perspective" (Romatoski); (5) "Reading: A Universal Process" (Hodes); (6) "First Language Illiteracy - Second Language Reading: A Case Study" (Haddad); (7) "Factors Which Enable Deaf Readers to Get Meaning from Print" (Ewoldt); (8) "A Miscue Analysis of German Speakers Reading in German and English" (Mott); (9) "Reading in Spanish and English: Evidence from Adult ESL Students" (Clarke); (10) "An Exploratory Study of Bilingual Reading Proficiency" (Douglas); (11) "Developmental Patterns in Native and Non-Native Reading Acquisition" (Devine); and (12) "Coupling as a Text-building, Myth-evoking Strategy in Vietnamese: Implications for Second Language Reading" (Schafer). (JB)

**ED 198 745** FL 012 221  
Hymes, Dell

Language in Education: Ethnolinguistic Essays. Language and Ethnography Series.

Center for Applied Linguistics, Washington, D.C.  
Report No.—ISBN-0-87281-134-4  
Pub Date—Dec 80

Note—175p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$10.50)

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Anthropological Linguistics, Applied Linguistics, \*Epistemology, \*Ethnography, \*Ethnology, Narration, Research Methodology, \*Sociolinguistics, Story Telling

Eight essays in ethnolinguistics were compiled for this monograph. "Functions of Speech: An Evolutionary Approach" represents an introduction to the application of linguistic knowledge to the historical and sociological study of peoples. "Speech and Language: On the Origins and Foundations of Inequality among Speakers" expands on the theme of diversity, inequality, and evolution, with discussions of writing and of the views of Bernstein and Jurgen Habermas. "Qualitative/Quantitative Research Methodologies in Education: A Linguistic Perspective" addresses the development of linguistics. The three middle chapters, "What Is Ethnography?" "Ethnographic Monitoring," and "Educational Ethnology," are concerned in complementary ways with what counts as legitimate knowledge and who is counted as entitled to know. The status of narrative as a form of knowledge is addressed in "Narrative Thinking and Story-Telling Rights: A Folklorist's Clue to a Critique of Education" (with Courtney Cazden). The final chapter, "Language in Education: Forward to Fundamentals" weaves together many of the themes of the book, expressing a concern that an ethnographic or ethnolinguistic perspective not be trivialized and vulgarized. (JB)

**ED 198 746**

Gray, Tracy C., Comp. And Others

The Current Status of Bilingual Education Legislation: An Update. Bilingual Education Series: 9. Papers in Applied Linguistics.

Center for Applied Linguistics, Washington, D.C.  
Report No.—ISBN-0-87281-133-6  
Pub Date—Jan 81

Note—111p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$7.25)

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Education, Court Doctrine, \*Court Litigation, \*Educational Legislation, Federal Courts, \*Federal Legislation, \*Public Policy, \*State Legislation

This compendium reproduces all currently effective federal and state legislation, as well as federal court decisions, regarding bilingual education. States are found to fall into one of four categories: (1) those that mandate instruction in English only for public and nonpublic schools (five states); (2) those that mandate English-only instruction for public schools only (two states); (3) those that have no bilingual or English-only provisions (twelve states); and (4) those that have bilingual provisions or that mandate bilingual education (thirty-one states). (JB)

**ED 198 747**

Baldegger, Markus And Others

Kontaktschwelle: Deutsch als Fremdsprache (A Threshold Level: German as a Foreign Language).

Council of Europe, Strasbourg (France).

Pub Date—80

Note—549p.; For related documents, see ED 168 343-344.

Available from—Publications Section, Council of Europe, Strasbourg, France (\$32.00).

Language—German

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adult Education, \*Communicative Competence (Languages), Educational Objectives, \*German, Grammar, \*Second Language Instruction, \*Threshold Level (Languages), Vocabulary Skills, Word Lists

Identifiers—Speech Acts

This document is the result of a project commissioned by the Council of Europe to produce a system of units in foreign language instruction for European adults. The threshold level of foreign language ability is conceived not only as communicative competence at the survival level, but as the ability to communicate on an interpersonal level, that is, to share to some extent the interests and life style of native speakers. This document provides theoretical and practical information to persons involved in the administration and construction of programs and courses. The material is presented under the following general headings: (1) description of learning goals, (2) inventory of speech acts and specific competencies, and (3) inventory of grammatical structures and vocabulary development. (JB)

## HE

**ED 198 748**

Richardson, Richard C., Jr. Walsh, Richard T.

Differences and Similarities in the Practices of Institutions Offering the Ph.D. and Ed.D. Programs in Higher Education.

Arizona State Univ., Tempe. Dept. of Higher and Adult Education.

Pub Date—[78]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Degree Requirements, \*Doctoral Degrees, \*Doctoral Programs, \*Education Majors, Followup Studies, Graduate Study, Higher Education, \*Postsecondary Education As a Field of Study, Professional Education, Schools of Education, School Surveys, Trend Analysis

The differences between the Ph.D. and Ed.D. degree programs were studied as a follow-up to 1960 and 1970 surveys of graduate institutions. Questionnaire responses were received from 38 graduate in-

stitutions: 12 offering only the Ed.D., eight offering only the Ph.D., and 18 with both degrees. The trend toward similarities between the two degree programs indicated by the previous surveys has continued at least in the field of higher education. The only major difference concerns the administrative unit: a majority of Ph.D. programs are administered by the graduate college, while the administration of Ed.D. program is administered by the graduate college or the college of education. The length of the two programs are the same, and the lack of a foreign language requirement is common to both degrees. Statistics and research design are required by more than 80 percent of both programs. Examination requirements are similar, and less than four percent of either program permits deviation from the traditional dissertation. References are included. (SW)

**ED 198 749**

Kabat, Hugh F. And Others

Alternative Methods by Which Basic Science Pharmacy Faculty Can Relate to Clinical Practice, Executive Summary and Final Report, October 1, 1978 - March 15, 1980.

Minnesota Univ., St. Paul.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—HRP-0902615

Pub Date—Sep 80

Contract—HRA-232-78-0128

Note—98p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Biological Sciences, \*Clinical Experience, College Faculty, Cooperative Programs, Higher Education, \*Interdisciplinary Approach, \*Pharmaceutical Education, \*Pharmacy, Physical Sciences, Professional Continuing Education, Research Projects, \*Science Instruction, Scientific Literacy, Shared Services, Social Sciences, Team Teaching

The areas of basic science pharmacy instruction and clinical pharmacy practice and their interrelationships were identified in order to help develop didactic and clinical experience alternatives. A 10-member advisory committee ranked basic pharmaceutical science topical areas in terms of their applicability to clinical practice utilizing a Delphi technique to achieve consensus. Rankings fell within a hierarchy that included fundamental background subjects, human biological and social systems, pharmaceutical sciences, and practice applications. Committee members also identified interrelationships between the topical areas and clinical practice functions in relation to the precursor level, the content level, and the applications level. The advisory committee concluded that didactic or clinical experience alternatives focusing upon research or teaching would be more feasible and effective than those with a greater service orientation to facilitate the illustration of clinical application in basic pharmaceutical science instruction. Fifteen ways to foster the inclusion of clinical applications in basic pharmaceutical science instruction are described, including development of joint research programs and establishment of "clinical correlation conferences." For each of the basic subject areas, the percentile rankings of respondents are presented. A chart identifying clinical practice functions, their rationale, and the corresponding fundamental background area is included. References and an executive summary are included. (SW)

**ED 198 750**

Solomon, Lewis C. Gordon, Joanne J.

The Characteristics and Needs of Adults in Post-secondary Education.

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—31 May 80

Contract—400-78-0046

Note—271p.; Contains some light print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Aspiration, \*Adult Students, \*Age Differences, Age Groups, Career Choice, College Choice, \*College Freshmen, Comparative Analysis, Educational Background, Financial Needs, Higher Education, National Surveys, Nontraditional Students, Occupational Aspiration, Student Attitudes, \*Student Characteristics, Student Educational Objectives, \*Student Needs, \*Young Adults

Similarities and differences between adult and traditional-aged students were analyzed based on a survey of 13 cohorts of first-year college freshmen. A sample of 172,400 first-year students over the age of 21 who responded to the Cooperative Institutional Research Program's freshman survey between 1966 and 1978 was compared to a nationally representative sample of traditional-aged students. The analysis considered the following areas: demographics, college choice, the financing of college education, preparation for college, college plans, and life goals. The following demographic characteristics of respondents were considered: enrollment status, age, sex, race, marital status, number of children, and father's and mother's educational attainment. Generally, the greatest concentration of adults was found in the two-year colleges, particularly those that are publicly controlled. Reasons for the student's selection of the college they attended included the institution's quality, and at times, job-related training and cost. Students' concern for financing their college education was considered in relation to demographic characteristics, field of study, and type of institution attended. The extent of preparation offered in high school, the need for remedial help, high school grade point average, living arrangements while attending college, degree aspirations, probable major, and probable career after college were assessed. Additionally, social, family, business, and personal life goals of respondents were evaluated. Implications of the study findings and results of additional study of a subsample of the respondents are considered. A bibliography is included. (SW)

**ED 198 751** HE 013 474

Riesman, David

**On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism.**

Pub Date—80

Note—421p.; A report for the Carnegie Council on Policy Studies in Higher Education.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104.

Pub Type—Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—\*Accountability, \*College Choice, College Curriculum, College Faculty, College Preparation, College Students, \*Consumer Protection, Court Litigation, Educational Counseling, Faculty College Relationship, Federal Regulation, Governance, Government School Relationship, \*Higher Education, \*Marketing, Private Colleges, Student College Relationship, Student Financial Aid, Student Rights, \*Student Role

Identifiers—Faculty Governance

The rapid growth of student consumerism in higher education is examined, including increased litigation against colleges by students and expanded federal efforts to protect student interests by regulating institutions. The consequences on teaching and learning of the escalating competition for student customers are analyzed. Chapters discuss: the era of faculty dominance and its decline; sources of college hegemony; the rise of student disaffection; faculty marketing and student customers; the limits of student choice; the evangelical colleges; student power in the public community colleges; the free market, marginal differentiation, and restrictions on diversity; providing information to guide student choice; student consumerism and educational change; protecting students by voluntary action; regional accrediting associations; and government intervention for consumer protection. Suggestions are offered on defeating the passivity among many student consumers in order to encourage an active participation on the student's part in the selection of his/her college which produces a more rewarding educational experience for both student and institution. Such suggestions include (1) sufficient student guidance so that the choices are well examined and (2) institutional self-evaluation in order to truthfully define collegiate objectives and offerings. Also examined are the prospects for faculty morale when the market dictates changes in curriculum and modes of instruction, student power in affecting educational change, and the role of accrediting agencies in improving the state of higher education. A bibliography, a name index, and a subject index are provided. (LC)

**ED 198 752** HE 013 478

Lisack, J. P.

**Characteristics and Plans of Indiana High School Seniors: Trends in the Characteristics, Career Choices, and the Educational and Employment Plans of Indiana High School Classes of 1966, 1969, 1972, 1975, and 1980 with Comparisons by Ethnic Group and Sex. Part Two of a Four-Part Study. Manpower Report 81-1.**

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—1 Feb 81

Note—156p.

Available from—Office of Manpower Studies, Purdue University, W. Lafayette, IN 47907 (\$2.50 plus \$.74 postage).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Aspiration, \*Career Choice, Career Planning, \*College Bound Students, College Choice, Comparative Analysis, Cultural Background, Financial Needs, Higher Education, High Schools, \*High School Seniors, \*Noncollege Bound Students, Occupational Aspiration, Questionnaires, Sex Differences, State Surveys, \*Student Characteristics

Identifiers—\*Indiana

Educational and vocational plans and changing characteristics of Indiana high school seniors from 1966 to 1980 were studied. In 1966, 1969, 1972, and 1975, questionnaires were mailed to all public and private high schools in the state, while in 1980, a stratified random sample was used. The response rate of the first four surveys was 54 percent or higher: there were 37,800 high school seniors in the class of 1966, 46,500 in 1969, more than 51,500 in 1972, about 50,000 in 1975, and nearly 12,000 in 1980. Overall (total) data for all five classes are presented on: characteristics of high school seniors, including sex, race, course concentration, grade average, and size of community; and characteristics of the head of household, including highest educational level attained. The plans of high school seniors who plan to continue their education (college choice, field of study, financial arrangements, and school location) are addressed, and comparisons are made between classes. Information is also presented on seniors who plan to delay the continuation of their education for six months or longer after high school graduation, as well as on those who do not plan to enroll in an educational program in the future. In addition to considering seniors' characteristics and plans for each of the five classes, interrelationships of student characteristics and plans by ethnic background and sex are examined for the class of 1980. Appended materials include a sample questionnaire and a list of educational and training programs by degree level. (SW)

**ED 198 753** HE 013 481

Dickmeyer, Nathan Hughes, K. Scott

**Financial Self-Assessment: A Workbook for Colleges.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Report No.—ISBN-0-915164-11-6

Pub Date—80

Note—130p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (\$15.00).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—College Administration, \*College Planning, Comparative Analysis, Educational Finance, Evaluation Methods, \*Financial Needs, Financial Policy, Financial Support, Higher Education, Institutional Research, Mathematical Formulas, \*Needs Assessment, \*Self Evaluation (Groups), \*Statistical Analysis, Statistical Data, \*Worksheets

In order to assist college and university officials evaluating their institution's financial condition, a simplified workbook approach is presented. The approach encourages administrators to systematically examine the financial condition of their colleges

with a tested and specified set of data-gathering and computational steps. The workbook approach also explains the relationships among the statistics and how those relationships can be used to develop a financial profile. The workbook contains median values that allow statistical comparisons among institutions. After describing the basis for assessing institutional strategies, data sources within the institution and procedures to be used in the financial self-assessment are examined. Worksheets to be used for recording data from institutional sources are presented. These data are the bases of the calculations in the workbook. Each worksheet covers one statistic and includes a discussion of the statistic's significance, median values for similar institutions, explanation of the calculation, interpretation and limitations of the statistics, and suggestions for further analysis. Four classes of indicators for financial self-assessment, on which the worksheets are based, are as follows: financial resources, flexibility, nonfinancial resources, and changes affecting financial resources. These four categories are further subdivided. Appended materials include calculations for the indicators, a glossary, and information on the steps of developing and testing the workbook. (SW)

**ED 198 754** HE 013 488

Smith, Curt Brunink, Diana

**Higher Education Enrollment Forecasts for the 1981-83 Biennium Budget. Washington State Information Report.**

Washington State Office of Financial Management, Olympia.

Pub Date—Dec 80

Note—131p.; Not available in paper copy due to small print of original document.

Available from—Forecasting and Support Division, Office of Financial Management, Department of Higher Education, State of Washington, Olympia, WA 98504.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*College Credits, College Freshmen, \*College Students, \*Community Colleges, Enrollment Projections, \*Enrollment Trends, Full Time Equivalency, Graduate Students, \*Higher Education, In State Students, Out of State Students, School Holding Power, State Surveys, \*State Universities, Student Attrition, Student Characteristics, Transfer Students, Two Year Colleges, Undergraduate Students

Identifiers—Central Washington University, Eastern Washington University, Evergreen State College WA, University of Washington, \*Washington, Washington State University, Western Washington University

Fall 1980 enrollment data for higher education in Washington State and 1981-83 biennial enrollment forecasts are presented. A short narrative section on 1980 enrollment highlights covers the total enrollment picture of the four-year institutions separately, and the enrollment situation in the community college system. For the total four-year system, the overview includes headcount, freshman, graduate-/undergraduate mix, transfer, and entering high school student enrollment data, average credit hour per student, and retention rates. Highlights are presented for the following four-year institutions: University of Washington, Washington State University, Central Washington University, Eastern Washington University, the Evergreen State College, and Western Washington University. Statistical tables include the following: original budget forecasts for 1973-75, 1975-77, 1977-79, 1979-81, and 1980-83; annual average student credit hours by cost and course level for each institution 1973-78; quarterly variation of fall, winter, and spring student credit hours, by course level for each institution, 1971-80; headcount undergraduate and graduate enrollment for the state and for each institution, 1971-80; entrances from Washington high schools and transfers within state universities and community colleges; General Education Development certificates and high school diplomas and certificates; percent retention, spring to fall; enrollment of resident and nonresident students; enrollment for selected age groups by sex and grade classifications and median age; summer school enrollments; and community college enrollments. (SW)



## ED 198 755

HE 013 489

Rankin, Robert, Ed. And Others

The Recovery of Spirit in Higher Education:  
Christian and Jewish Ministries in Campus Life.

Pub Date—80

Note—340p.

Available from—The Seabury Press, 815 Second  
Avenue, New York, NY 10017 (\$17.50).Pub Type—Books (010) — Opinion Papers (120)  
Document Not Available from EDRS.Descriptors—Beliefs, Catholics, \*Christianity,  
Churches, \*Clergy, College Environment, \*Col-  
lege Students, Higher Education, Jews, \*Judaism,  
Protestants, Religious Cultural Groups, Religious  
Education, \*Religious Factors, Religious Organi-  
zations, \*Student Attitudes, Values  
Identifiers—\*Campus Ministries

Three areas relative to the campus ministry are assessed: the discovery and nurture of the spirit, contemplation and action in higher education, and the ministries of faith communities. The collection of essays addresses the religious events happening within colleges and universities and the religious communities which have been formed within them. Contents are as follows: "Beginnings," by Robert Rankin; "An Interpretation," by David Allan Hubbard; "Serving with a Whole Heart: A Jewish Perspective of Campus Ministry," by Max D. Tickin; "On Being Passionate: Reflections on Roman Catholic Approaches to Spirituality," by Nancy Malone; "Evangelical Spirituality on College Campuses," by Rebecca Manley Pippert; "The Discovery and Nurture of the Spirit in the Mainline Traditions of the Church," by Edwin E. Beers; "An Interpretation," by Parker J. Palmer; "Judaism Triumphant (More or Less)," by Arnold Jacob Wolf; "To Build with Living Stones," by Mary Luke Tobin; "Resurrection and Liberation: An Evangelical Approach to Social Justice," by Ronald J. Sider; "Despite All Appearances to the Contrary," by Beverly A. Asbury; "An Interpretation," by Myron B. Bloy, Jr.; "Time, Space and Purpose: The Struggle for Jewish Community," by Richard N. Levy; "According to the grace given us," by Elaine M. Prevaillet; "What Is Faith Community in the Black Evangelical Tradition?" by Eric Payne; "A Mainline Parish-Based Protestant Ministry with Students," by Joseph C. Williamson; "Reflections," by Robert Rankin; and "Formation of Religious Communities," by Lucien Roy. (SW)

## ED 198 756

HE 013 490

Smith, Robert V.

Development and Management of Research  
Groups: A Guide for University Researchers.

Pub Date—80

Note—91p.

Available from—University of Texas Press, P.O.  
Box 7819, Austin, TX 78712 (\$10.95).Pub Type—Books (010) — Guides - Non-Class-  
room (055)

Document Not Available from EDRS.

Descriptors—Cooperative Programs, Financial  
Support, Higher Education, \*Personnel Needs,  
\*Program Administration, \*Program Develop-  
ment, Purchasing, Recruitment, \*Research Direc-  
tors, \*Researchers, Research Needs, Research  
Projects, \*Research ToolsIdentifiers—\*Research Administration, Time Man-  
agement

Guidelines for professional research managers of small research groups are presented. The research group consisting of 10 or fewer full-time-equivalent research personnel is the focus. The following aspects of developing the research group are considered: obtaining grant support, recruiting personnel, procuring equipment and instrumentation services, and developing collaborative arrangements. The following concerns for managing the research group are covered: orientation of personnel, reporting mechanisms, boosting morale and providing encouragement, needs of different types of personnel, travel policies, publication activities, purchasing activities, maintenance and operation of equipment, maintenance of literature files and references, secretarial and support staff, public relations activities, and time management. A summary of the guidelines for each area is included. It is suggested that the list can be effectively used by research managers for review purposes and to prepare lectures for research group meetings or seminars. A bibliography is included. (SW)

## ED 198 757

HE 013 496

Uniform Management of Institutional Funds Act.  
National Association of Coll. and Univ. Business  
Officers, Washington, D.C.

Pub Date—Aug 80

Note—17p.

Available from—National Association of College  
and University Business Officers, One Dupont  
Circle, Suite 540, Washington, DC 20036.Journal Cit—NACUBO Administrative Service/S-  
upplement; v2 n2 Aug 1980Pub Type—Opinion Papers (120) — Legal/Legis-  
lative/Regulatory Materials (090)EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.Descriptors—College Administration, Educational  
Economics, \*Endowment Funds, \*Financial  
Policy, \*Governing Boards, Higher Education,  
\*Investment, Legal Responsibility, \*Money Man-  
agement, Nonprofit Organizations, School Funds,  
\*State LegislationIdentifiers—National Assn College University  
Business Officers, \*Uniform Management of In-  
stitutional Funds Act

The purpose and provisions of the Uniform Management of Institutional Funds Act are analyzed, and the full text of the Act is presented. The Act was drafted in 1972 to remove uncertainties with respect to the nature of eleemosynary corporations, particularly colleges and universities and to the powers of their governing boards in the area of investment management. The Act provides: (1) a standard of prudent use of appreciation in invested funds; (2) specific investment authority; (3) authority of delegate investment decisions; (4) a standard to business care and prudence to guide governing boards in the exercise of their duties under the Act; and (5) a method of releasing restrictions on use of funds or method of investments by donor acquiescence or court action. The Act is relevant to colleges and universities that have sought to make more effective use of endowment and other investment funds, and which have faced uncertainties in the law in most jurisdictions. The National Association of College and University Business Officers endorsed the Act when it was drafted and encouraged all institutions to assist in obtaining passage by their own state legislatures. Since 1972, the Act has been enacted in 28 states and the District of Columbia. (SW)

## ED 198 758

HE 013 500

McLean, James E.

Evaluation of the Monterrey Tech Staff Develop-  
ment Program in Mexico City, 1979-80.

Pub Date—[80]

Note—20p.; Appended NCS Student Survey may  
not reproduce well.Pub Type—Reports - Research (143) —  
Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administra-  
tor Attitudes, \*Administrator Education, Ad-  
ministrators, College Faculty, \*Course  
Evaluation, Educational Environment, Educa-  
tional Facilities, Education Majors, \*Faculty De-  
velopment, Faculty Evaluation, Higher  
Education, Institutional Research, \*Intercollegiate  
Cooperation, \*Masters Degrees, Pretests  
Posttests, Program Evaluation, Student Evalua-  
tion, Teacher Attitudes, Work Attitudes, Writing  
SkillsIdentifiers—\*Monterrey Institute of Technology  
(Mexico), University of Alabama

Courses, instruction, arrangements, and student outcomes of the Monterrey Tech Staff Development Program were evaluated. The program was designed to assist faculty and administrators of the Monterrey Institute of Technology strengthen their qualifications through a master's degree program in education offered in Mexico City by regular members of the University of Alabama faculty. Each course and its instructor were assessed using the NCS Student Survey of Course/Instructor, which is appended. Additional questions regarding students' perceptions of their own efforts and the physical arrangements made for the course were added to the instrument. Student outcomes were examined in terms of achievement, written expression in English, and attitudes about their jobs. Pre- and post-testing of student achievement were undertaken using items submitted by the course instructors, while written expression in English was assessed using pre- and post-course writing samples. A semantic differential instrument, which is appended, was used to evaluate student job attitudes. Additionally, Alabama professors were asked to com-

plete a short questionnaire, which is appended, concerning travel arrangements, housing, local transportation, and course arrangements. Results indicate that instructors and administrators participating in the master's degree program significantly improved in the areas of achievement, written expression in English, and attitude. The courses and instructors were rated good to very good by the students. The arrangements for travel and the courses seemed to be more than adequate. (SW)

## ED 198 759

HE 013 503

Thomas, Gail E., Ed.

Black Students in Higher Education: Conditions  
and Experience in the 1970s.

Pub Date—81

Note—405p.; Contributions to the Study of Educa-  
tion, No. 1.Available from—Greenwood Press, 88 Post Road  
West, Westport, CT 06881 (\$29.95).Pub Type—Books (010) — Collected Works - Gen-  
eral (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Academic  
Aspiration, \*Academic Persistence, \*Access to  
Education, Achievement Tests, \*Admission Crite-  
ria, Black Colleges, \*Black Students, Career  
Choice, College Admission, College Desegrega-  
tion, \*College Students, Competitive Selection,  
Disadvantaged, Educational History, Engineering  
Education, Enrichment Activities, Enrollment  
Trends, \*Equal Education, Higher Education,  
Law Schools, Majors (Students), Medical  
Schools, Minority Groups, School Holding  
Power, Science Education, Selective Admission,  
Socioeconomic Status, Standardized Tests, Sum-  
mer Programs, Trend Analysis, Tutorial Pro-  
grams, Two Year Colleges, Undergraduate  
Students

Identifiers—Maryland, University of Minnesota

The conditions and experiences of black students in higher education in the 1970s are addressed in 27 essays. The essays are categorized in terms of: history and profile; admissions and access; enrollment, academic experience, and career choice; black higher educational survival; recruitment and retention; and structural policies. Among the contents are the following: "Blacks in Higher Education to 1954: A Historical Overview," by John E. Fleming; "Black Students in Black and White Institutions," by Helen S. Astin and Patricia H. Cross; "The Effects of Standardized Achievement Test Performance and Family Status on Black-White College Access," by Gail E. Thomas; "Factors Affecting Black Students' Persistence in College," by Patricia H. Cross and Helen S. Astin; "Correlates of Black Student Adjustment, Achievement, and Aspirations at a Predominantly White Southern University," by Walter R. Allen; "The Major Field Choices and Occupational Career Orientations of Black and White College Students," by Jomills Henry Braddock II; "The Access of Black Students to Medical and Law Schools: Trends and Bakke Implications," by James E. Blackwell; "Critical Factors for the Survival of First Generation College Blacks," by Will B. Scott; "An Example of Student Retention for Minority Engineering Programs," by Randolph W. Bromery; "A Special Tutorial for Minority Medical Students: An Account of a Year's Experience," by Robert H. Geertsma; "Legislative Remedies for Increasing the Educational Access and Retention of Minorities," by Frank Brown; "The Adams Mandate: A Format for Achieving Equal Educational Opportunity and Attainment," by Leonard L. Haynes, III; and "Desegregation and Black Student Higher Educational Access," by Gail E. Thomas, James M. McPartland, and Denise C. Gottfredson. (SW)

## ED 198 760

HE 013 504

Hyde, William

State Fiscal Constraints in Higher Education.

Working Papers in Education Finance, No. 33.  
Education Commission of the States, Denver, Colo.

Education Finance Center.

Spons Agency—Carnegie Corp. of New York, N.Y.

Report No.—ECS-81-33

Pub Date—Jan 81

Note—22p.

Available from—Education Finance Center, Educa-  
tion Commission of the States, 1860 Lincoln  
Street, Suite 300, Denver, CO 80295.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—College Students, \*Declining Enrollment, \*Educational Finance, \*Enrollment Trends, Financial Problems, Full Time Equivalency, Government School Relationship, \*Higher Education, Public Education, \*Retirement, State Aid, \*Statewide Planning, Student Characteristics

**Identifiers**—New Jersey, Ohio, Wisconsin

Key issues for public higher education and reaction of various states to deal with the problems caused by fiscal constraints are addressed. The following four problems are considered: (1) enrollment decline; (2) enrollment fluctuation, regardless of the enrollment trend; (3) changes in the student body composition; and (4) budgetary reductions in state aid. While a state may face more than one of these problems, the strategies for dealing with them are quite different, and they have different implications for institutions. Actions taken by Ohio, Wisconsin, New Jersey, and other states to deal with declining enrollments are briefly outlined. Declining enrollment is defined as a trend occurring over a number of years; enrollment fluctuations are the year-to-year changes in enrollment that occur regardless of whether the trend is up, down, or stable. States have adopted a number of mechanisms to ease the impact on institutions of the financial consequences of assigning state funding directly to the number of students served in the budget year. Alternative solutions include lagged base year, averaged base, and the enrollment corridor concept. It is suggested that basing a funding mechanism on curricular course load or full-time-equivalent student count becomes less acceptable as the difference increases between the number of full-time equivalent students and actual students, and the composition of education and education-related services required by students shifts away from instruction. In addition to considering allocation methods, the difficulty of dealing with budget reduction is addressed. (SW)

**ED 198 761** HE 013 508

*Mitchell, Marianne H. And Others*

**Women in Higher Education: A Casebook. Equity for Women in Higher Education Project.**

Indiana Univ., Bloomington.; University Council for Educational Administration, Columbus, Ohio. Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Bureau No.—565AH61258

Pub Date—Jun 78

Grant—G007604964

Note—65p.; For related documents, see HE 013 509-510.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Academic Rank (Professional), Admission Criteria, Affirmative Action, Assistantships, Case Studies, College Admission, College Students, \*Equal Education, \*Equal Opportunities (Jobs), Expectation, Faculty College Relationship, Faculty Promotion, Faculty Recruitment, Females, Grievance Procedures, Higher Education, Power Structure, Productivity, Professional Recognition, Role Perception, \*Sex Discrimination, Sex Role, Sex Stereotypes, Socialization, \*Teacher Employment, Teacher Salaries, Teacher Selection, Tenure, \*Women Faculty, \*Womens Education

Seven case studies describing a number of situations in which various forms of discrimination against women in higher education have occurred are presented. The case materials were gathered from a number of doctoral level universities, which are not individually identified. Types of discrimination that are considered include: (1) selection processes for student admission and personnel employment; (2) reward systems for salary, rank, and tenure issues as well as class loads, travel funds, availability of graduate assistants to women faculty, and opportunities for women students to obtain assistantships; (3) professional socialization, including both the more formal mechanisms of introducing professional peers and students to information sources, resources, and opportunities for productivity and the less formal techniques for providing support, encouragement and collegiality; (4) expectations for productivity, including expectations and preconceptions held about how and in what areas students and faculty are likely to concentrate their efforts and achieve success; (5) subordinate/superordinate relationships, encompassing the myriad of circumstances in universities in which students, staff, faculty, and administrators find

themselves involved in hierarchical relationships; and (6) remedies and recourse, including the special problems which arise when sex discrimination has reached the point where recourse to intra-institutional and extra-institutional channels is initiated by an individual member of the university community. The individual cases may involve simultaneously, two, three, or four evidences of sex discrimination. (SW)

**ED 198 762** HE 013 509

*Carroll, Mary R. Clark, David L.*

**Women in Colleges and Universities. Equity for Women in Higher Education Project.**

Indiana Univ., Bloomington.; University Council for Educational Administration, Columbus, Ohio. Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Bureau No.—565AH61258

Pub Date—Jun 78

Grant—G007604964

Note—77p.; For related documents, see HE 013 508, HE 013 510.

Pub Type—Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Academic Rank (Professional), Administrator Selection, Affirmative Action, \*College Faculty, College Students, Employment Opportunities, Equal Education, \*Equal Opportunities (Jobs), Faculty College Relationship, Faculty Promotion, \*Faculty Recruitment, Females, Higher Education, Minority Groups, Productivity, Role Perception, \*Sex Discrimination, Sex Role, \*Sex Stereotypes, Socialization, Teacher Behavior, \*Women Faculty, Womens Education

Seven themes concerning the role of women in higher education institutions are considered, generalizations about each theme are proposed, and literature supporting each area is cited. The analyses are designed for use as training modules for enhancing women's equity in colleges and universities. The seven themes are as follows: the productivity of women faculty members, recruitment and selection of women faculty members, women faculty and the university reward system, socialization of women in colleges and universities, administrative opportunities for women in colleges and universities, responses of women to discriminatory behavior in colleges and universities. It is suggested that the topics can be separated and used singly in several ways (e.g., as class presentations, informational units for college administrators and faculty, or as basic information for a newsletter). Questions are posed for each area in order to provoke examination of the issues at the personal and institutional levels of experience. References are included, and a slide tape and transparencies are available to accompany the print materials. (SW)

**ED 198 763** HE 013 510

*McCarthy, Martha M. And Others*

**Training Manual: Equity for Women in Higher Education Project.**

Indiana Univ., Bloomington.; University Council for Educational Administration, Columbus, Ohio. Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Bureau No.—565AH61258

Pub Date—Jun 78

Grant—G007604964

Note—89p.; For related documents, see HE 013 508-509.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Administrators, \*Affirmative Action, College Students, Course Evaluation, \*Course Organization, Equal Education, \*Equal Opportunities (Jobs), Females, Higher Education, Instructional Materials, Questionnaires, Sex Discrimination, \*Socialization, Teacher Selection, Teaching Guides, \*Women Faculty, Womens Education, \*Workshops

**Identifiers**—Search Committees

Guidelines for using training materials that are designed to advance women's equity are presented. This resource manual accompanies materials developed by Indiana University and may be used in conjunction with training sessions for administrators and policy-makers in postsecondary institutions or by individuals or groups interested in equity issues. Attention is directed to a possible format for

using the materials in a one-day training session along with adaptations of the materials for a university course on equity for women in higher education. In addition to the sample format for a one-day workshop, suggestions for evaluating the workshop, a checklist of needed facilities and materials, and descriptions of the materials developed by the Indiana team are presented. The hypothetical course would consist of 15 class sessions of three hours each. A general course outline and suggestions for using the materials in each of the 15 sessions are presented, along with descriptions of training activities developed by other institutions that may be incorporated into the course. The training materials to be used in the workshop or course, provided under separate cover, are as follows: "Equity Goal Ranking Process," by Martha M. McCarthy and Laura J. Evans; "Women in Colleges and Universities," by Mary R. Carroll and David L. Clark; "Women in Higher Education: A Casebook," by Marianne H. Mitchell, M. McCarthy, D. Clark, and Mary Anastasiou; and "The Search and Screen Committee: A Simulation," by M. Carroll, D. Clark, and M. Mitchell. Appended materials include questionnaires to be used in conjunction with the materials. (SW)

**ED 198 764** HE 013 513

*Kelly, Dorothy Ann*

**College of New Rochelle Response to: "Adult Learning, Higher Education, and the Economics of Unused Capacity," by Howard R. Bowen.**

Pub Date—27 Oct 80

Note—14p.; Paper presented to the 1980 National Forum and Annual Business Meeting of the College Board and the College Scholarship Service (October 27, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Access to Education, Adult Learning, \*Adult Programs, \*Adult Students, \*Bachelors Degrees, \*College Students, Comparative Analysis, Experiential Learning, Higher Education, Innovation, Interdisciplinary Approach, Liberal Arts, \*Nontraditional Education, Nontraditional Students, Off Campus Facilities, Open Enrollment, Prior Learning, \*Student Needs, Young Adults

**Identifiers**—College of New Rochelle NY

Perspectives on adult students at the College of New Rochelle are offered in response to Howard R. Bowen's address entitled, "Adult Learning, Higher Education, and the Economics of Unused Capacity." The College of New Rochelle suggests a modest modification of Bowen's thesis that there should be efforts toward full integration of programs for traditional students and for the older (adult) learners. It is suggested that in the 10 years of experience in developing a comprehensive program designed exclusively for adults, it has been found that there is much to be gained by a separate but equal education for traditional and nontraditional students. At the College of New Rochelle, the adult degree program, the School of New Resources, has several different components that are based on the recognition of the adult's prior experience, present life circumstances, and different curricular needs. Various locations for classes are designed to increase access, and the interdisciplinary approach to the liberal arts bachelor's degree is designed to meet students' expressed needs. Instruction is offered by seminars, limited to 18 students, and life-experience credits are also awarded. The open admissions policy is supported by noncredit courses in language arts, workshops, and tutoring. Assessment tools are an additional resource to help meet the needs of adult students. It is claimed that the fiscal contributions made by the School of New Resources has enabled the college to expand their graduate school program and other traditional programs. (SW)

**ED 198 765** HE 013 516

*Staskey, Paul J., Ed.*

**Meeting the Challenges of the Eighties: Redirection of Resources for Renewal. Association for Institutional Research: Annual Forum Proceedings, No. 3 (20th, Atlanta, Georgia, April 27-May 1, 1980).**

Association for Institutional Research.

Pub Date—May 80

Note—126p.; Not available in paper copy due to print quality.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Access to Education, College Administration, \*College Planning, Decision Making, \*Higher Education, \*Institutional Research, Low Income Groups, Mathematical Applications, \*Mathematical Models, Minority Groups, Needs Assessment, Problem Solving, Research Methodology, \*Resource Allocation

**Identifiers**—\*AIR Forum, Association for Institutional Research, \*Institutional Renewal

Proceedings of the 1980 annual forum of the Association for Institutional Research (AIR) on the topics of meeting the challenges of the eighties by redirecting resources for renewal are presented. Contents include the following addresses: "Planning: An Adaptive Process," by Barbara S. Uehling; "Catastrophe Models in Administration," by E. C. Zeeman; "Applications of Catastrophe Theory to Institutional Research," by F. Craig Johnson; "Meeting the Challenges of the Eighties," by Elias Blake, Jr.; and "Higher Education and the Environment of the Eighties," a panel discussion and reaction with Georgia state officials and AIR respondents. In the first address on planning, it is suggested that among other problems, institutions have failed to give the appropriate information to decision-makers and that insufficient attention has been directed to the political considerations in an institution. Catastrophe theory, a method of modeling based on recent theorems in mathematics, is examined in terms of 10 applications. In illustrating the application of catastrophe theory language to institutional research, cost data and teacher performance are addressed. Additionally, it is suggested that challenges of the eighties include bringing Hispanics, blacks, and other low-income groups into the mainstream from which they have been excluded. Contents also include abstracts of contributed papers, seminars, panels, workshops, and meetings; and minutes of the annual business meeting. (SW)

**ED 198 766 HE 013 518**

Smith, Lynn M.

**The College Student with a Disability: A Faculty Handbook.**

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date—80

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Accessibility (for Disabled), Architecture, Audiovisual Aids, Braille, \*College Students, Deaf Interpreting, Design Requirements, \*Disabilities, Electromechanical Aids, Hearing Aids, Hearing Impairments, Higher Education, Large Type Materials, Learning Disabilities, Low Vision Aids, Physical Disabilities, Physical Mobility, Reading, \*Sensory Aids, Special Health Problems, Speech Handicaps, Structural Elements (Construction), \*Student Needs, Tactile Adaptation, Teaching Guides, Teaching Methods, Visual Impairments

A guide to the instruction of students with disabilities is presented to enhance learning in a college or university setting. Various adjustments that can be made in the environment or in teaching style are suggested. The following categories of disabled students are addressed: blind students, partially sighted students, deaf or hearing-impaired students, students who use wheelchairs, learning disabled students, speech impaired students, students who have had an ostomy, students with spina bifida, students with multiple sclerosis, and students with muscular dystrophy. Specific topics include: the use of readers, brailled books, audio tape recorded books, and recent aids by blind students; test administration to blind students; the use of large print books, a closed-circuit TV magnifier, and large print typewriter for partially sighted students; the use of sign language, fingerspelling, hearing aids; self-carbon notetaking pads, interpreters, and captioned films by the hearing impaired or deaf; barriers to the student in a wheelchair and the need for a curb cut or ramp; information processing difficulties of the learning disabled student; and types of speech impairments and aids for persons who cannot speak at all. Hints for teachers to facilitate the participation of deaf and hard-of-hearing students in (and out of) the classroom and generalizations about the classroom needs

of students who use wheelchairs are presented. A glossary of equipment and other terms, a chart of the American Manual Alphabet and the Braille Alphabet, and a list of resources for postsecondary educators are among the appendices. (SW)

**ED 198 767 HE 013 519**

**Survey of Student Skills and Employment Opportunities. Report Number 11.**

Nedlands Coll. of Advanced Education (Australia). Pub Date—Mar 80

Note—29p.

Available from—Nedlands College of Advanced Education, Corner Stirling Highway and Hampden Road, Nedlands, Western Australia 6009.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*College Graduates, \*Education Work Relationship, \*Employment Opportunities, \*Employment Potential, Employment Projections, Employment Qualifications, \*Foreign Countries, Government Employees, Higher Education, Job Skills, \*Labor Market, Library Technicians, Public Service Occupations, Recreation, School Business Relationship, Teacher Supply and Demand, Technical Education

**Identifiers**—\*Australia (Western Australia)

Student skills and employment opportunities for diplomates of Nedlands College of Advanced Education, Western Australia, are surveyed. For diplomates in the fields of teaching, library media, and recreation, an oversupply exists in the labor market. It is suggested that this oversupply will continue for at least two years in the case of library and recreation diplomates, and for longer periods in the case of secondary teachers. A range of feasible alternative occupations and employment opportunities in these fields is examined. Some of the alternative job markets are also projected to have a labor oversupply. Two studies of employers' opinions of the merits of personnel trained at universities versus tertiary colleges indicate that it was commonly believed that technical and college graduates were more practical and of more immediate use to employers. Employers state that they desired more communication between the education system and business. A case study of the numerical strength and career performance of graduates in the Australian Public Service is also presented. Although the total number of diplomates in the second and third divisions has fallen in recent years, there has been an increase in diplomate recruitment. There appear to be openings for graduates in the specialist stream (as education officers) and in the general administrative stream. Diplomates have better career prospects than school leavers who join the Australian Public Service, but do not appear to be promoted as quickly as graduates. (SW)

**ED 198 768 HE 013 520**

Higbee, Homer, Ed. Winters, Marjorie K., Ed.

**The Admission and Placement of Students from: Hong Kong, Malaysia, Philippines, Singapore.**

**Report of a Workshop (Baguio, Philippines, February, 1979).**

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—College Entrance Examination Board, Princeton, N.J.; EXXON Education Foundation, New York, N.Y.; Henry Luce Foundation, New York, N.Y.

Pub Date—May 80

Note—307p.; Parts marginally legible.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009 (\$4.00).

Pub Type—Reports - Descriptive (141) — Reference Materials (130) — Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Academic Records, \*Admission Criteria, \*College Admission, College Curriculum, \*College Students, Comparative Education, Educational Assessment, Educational Environment, Elementary Secondary Education, \*Foreign Countries, \*Foreign Students, Higher Education, Institutional Characteristics, Postsecondary Education, Program Descriptions, School Organization, \*Student Placement, Teacher Education, Technical Education, Vocational Education

**Identifiers**—\*Asia, Hong Kong, Malaysia, Philippines, Singapore

Recommendations concerning the admission and

placement of students from Hong Kong, Malaysia, the Philippines, and Singapore are presented along with results of a review of the system of education within each country. The information was gathered by teams of U.S. and Canadian educators. For each country, information is presented on the country, the people, the government, the structure of education, the language of instruction, the academic year, preschool programs, primary education, secondary education, and tertiary education. Additional areas of analysis include: transcripts; standardized tests; the technical/vocational educational programs; public and private institutions; accreditation; certificates, diplomas, and degrees; academic curricula; college entrance examinations; grading scales; and teacher education. Information on curricula and characteristics of specific institutions, placement recommendations for U.S. admissions officers, and sample record forms and transcripts are presented. (SW)

**ED 198 769 HE 013 523**

**Men and Women Learning Together: A Study of College Students in the Late 70's. Report of the Brown Project.**

Brown Univ., Providence, R.I.

Pub Date—Apr 80

Note—338p.

Available from—Brown University, Box 1945, Providence, RI 02912 (\$10.00).

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

**EDRS Price - MF01/PC14 Plus Postage.**

**Descriptors**—Academic Achievement, Administrative Policy, \*Coeducation, College Environment, College Faculty, \*College Students, \*Females, Higher Education, Institutional Research, Intercollegiate Cooperation, Interpersonal Relationship, \*Males, Mergers, Research Projects, Self Concept, Self Esteem, Self Evaluation (Individuals), Sex Differences, \*Sex Role, \*Student Attitudes, Student Characteristics, Student College Relationship, Student Development, Student Teacher Relationship, Undergraduate Study, Values, \*Womens Education

**Identifiers**—\*Brown University RI

A report of The Brown Project, which concerns coeducation at colleges in the late 1970s, is presented. Section one contains five working papers on various aspects of the undergraduate experience, based on the work of the research team representing six institutions. Topics concern: academic and intellectual development and sex differences; faculty-student interaction and student perceptions of faculty support and involvement; relatedness and autonomy; future plans of men and women and possible contributing factors; and women's self-concepts. Section two concerns the Brown University merger with Pembroke college in terms of student characteristics before and after the merger, and student views of their institution and themselves in 1961, 1967, and 1974. In section three, papers from the conference "Women/Men/College: The Educational Implication of Sex Roles in Transition (December, 1977) are presented. They concern: the ways in which institutions respond to women and men; the issue of policy change in colleges and universities; and the complexity of sex roles in transition. The fourth section contains a final statement of the Corporation Committee on the Status of Women at Brown University. Through its subgroups concentrating on special aspects of the study, the Committee summarized its reactions and prepared recommendations for consideration by the Corporation and the University at large. The survey methodology used by the research team is described in the appendix. References are included. (SW)

**ED 198 770 HE 013 524**

Stapp, Joy Fulcher, Robert

**Preliminary Results of the 1979 Doctorate Employment Survey.**

American Psychological Association, Washington, D.C.

Pub Date—Oct 80

Note—7p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Doctoral Degrees, Employment Experience, \*Employment Level, Followup Studies, Full Time Faculty, \*Graduate Surveys, Higher Education, Income, Multiple Employment, \*Occupational Surveys, Part Time Employment, Part Time Faculty, Professional Occupations, \*Psychologists, \*Salaries



Preliminary results of the 1979 Doctorate Employment Survey, which is designed to assess the employment experiences of new doctorates in psychology, are briefly described. The survey focuses on employment status, employment settings, and salaries, and is the first survey designed to allow respondents to provide detailed information on their secondary or additional employment positions. A total of 2,154 usable surveys (69.4 percent) was obtained from U.S. and Canada. The employment status of respondents is similar to those obtained in the 1978 survey: the proportion of new doctorates employed full-time is slightly higher in 1979, as is the proportion who are postdoctoral fellows. The employment status for doctorates in various degree fields of psychology is also indicated. With regard to employment settings, there were 1,729 respondents who were employed full-time: 1,205 were employed at least 35 hours per week in one position, and 379 were employed at least 35 hours in one position and also had a second employment position. The two major full-time employment settings are university psychology departments and community mental health centers or clinics. A majority of those whose primary position is in a hospital, clinic, or other human service setting have their second job in independent practice. Salary statistics for individuals employed at least 35 hours per week in their primary employment are summarized. The highest salaries are found in independent practice and in business, government, and other settings, while the lowest salaries are found in academic settings. Information is also provided on doctorates employed less than 35 hours per week. (SW)

ED 198 771

HE 013 525

Wessells, Fred P.

#### The Current Legal Status of Tenure in Institutions of Higher Education.

Pub Date—Dec 80

Note—129p; Not available in paper copy due to print quality of original.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Freedom, Codes of Ethics, \*College Faculty, Contracts, \*Court Litigation, Due Process, Educational History, Employment Practices, Faculty College Relationship, Grievance Procedures, Higher Education, National Organizations, \*Personnel Policy, Position Papers, \*Professional Associations, \*Tenure, Trend Analysis, Unions

Identifiers—\*American Association of University Professors, Blueprints v Board of Regents Univ System Georgia

The history and present legal status of tenure in colleges and universities are considered. The evolution of tenure is traced in conjunction with the role that the American Association of University Professors (AAUP) has played since 1915 in the development of tenure and academic freedom in higher education. AAUP has a quasi-legal investigative committee that serves to study each case brought before it and then to make recommendations to the organization that can lead to censure of the college or university. The committee has provided the support and the legal basis for faculty members to take their cases to the court system. Court cases in the early 1970's that involve tenure and academic freedom issues are considered. The first step in the grievance process is internal grievance resolution, and the second step is AAUP intervention. The cases that are reviewed represent landmark decisions handed down in the past decade in the areas of employment contracts, procedural issues related to the 14th amendment due process rights, financial exigency, moral turpitude, dissent as related to academic freedom, and age discrimination. A comprehensive list of 86 additional cases pertinent to these topics is appended. Additionally, the June 1980 case of *Maia S. Blaubeurg vs. Board of Regents of the University System of Georgia*, James A. Dinan, et al. is examined. All the pertinent AAUP statements between 1915 and 1980 related to academic freedom and tenure and extensive legal and nonlegal bibliographies are appended. (SW)

ED 198 772

HE 013 529

Fowles, Martha R.

#### Behind Every Successful Man: Wives of Medicine and Academe.

Pub Date—Jun 80

Note—223p.

Available from—Columbia University Press, 562 113th Street, New York, NY 10025 (\$17.50).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Careers, \*College Faculty, Family Attitudes, Family Characteristics, Family Environment, Family Influence, Family Involvement, Family Life, Family Mobility, Family Role, Family Structure, Females, Higher Education, Homemakers, Home Management, \*Marriage, \*Physicians, \*Spouses, \*Success, Vocational Adjustment, Work Attitudes

The way in which the lives of spouses of professional men form an integral part of their husbands' careers is addressed, based on an analysis of the lives and marriages of 40 women: 20 wives of university professors and 20 wives of doctors. Through in-depth interviews with the wives, the connections between family and work were explored. The following areas were examined: the marriage relationship; the different periods and geographic locations of the husband's career; the wife's activities; the organization of work, family, and leisure time; the wife's attitude toward her husband's career and her own goals for the future. The women also responded to questions about the division of labor in the household and child care tasks, income, areas of satisfaction and dissatisfaction in their lives, and their self-esteem. It is proposed that the lives led by medical and academic wives are an integral part of their husbands' careers. Distinct ways that family life becomes professionalized inside the medical and academic careers are indicated. The relationships between women's roles and men's careers suggests the professional advantage inherent in being a man with a certain kind of wife. There may be disadvantages for single or married women who must aspire to equality with men in career participation and professional success without a spouse in the wife role. The social structure of career success as well as the changing social order in the workplace and as reflected in family roles and relationships are some major parameters of the study. A bibliography and description of the research methodology are appended. (SW)

ED 198 773

HE 013 530

Hill, Susan

#### Characteristics of Postsecondary Students: Technical Notes. Survey of Income and Education.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-81-326

Pub Date—81

Note—20p; Not available in paper copy due to print quality.

Available from—National Center for Education Statistics, Department of Education, Washington, DC 20202.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Persistence, \*College Students, Definitions, Enrollment Projections, Error of Measurement, Higher Education, \*Income, \*Measurement Techniques, National Surveys, \*Postsecondary Education, Questionnaires, Reliability, Research Design, \*Research Methodology, Sampling, \*Student Characteristics, Validity

Identifiers—\*Survey of Income and Education

Technical notes concerning the Survey of Income and Education (SIE), April-July 1976, which was conducted by the Bureau of the Census for the Department of Health, Education, and Welfare, are presented. Information is presented on the source of the data, sample design, estimation procedure, reliability of the estimates, nonsampling variability, sampling error, and standard errors. Estimates for the SIE were based on data collected from personal interviews from U.S. households. Each state was divided into areas made up of counties and independent cities referred to as primary sampling units. The SIE sample was a stratified multistage cluster design. A ratio estimation procedure was used to correct for coverage deficiencies. Variance parameters for national estimates of college enrollment/attainment and income are provided for the

analysis groups used in the series of reports on the characteristics of postsecondary students. The use of parameters along with a comparison of percentages are illustrated. The standard error for a difference between two sample estimates is also covered. Definitions of terms used in the survey and a sample questionnaire are included. (SW)

ED 198 774

HE 013 547

Harclerod, Fred F.

Accreditation: History, Process, and Problems.

AAHE-ERIC/Higher Education Research Report No. 6, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—60p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers; quantity discounts).

Pub Type—Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Accreditation (Institutions), \*Accrediting Agencies, Agency Cooperation, Educational History, Eligibility, Federal Government, \*Government Role, Government School Relationship, \*Higher Education, Institutional Evaluation, National Organizations, Nonprofit Organizations, \*Professional Associations, Regional Cooperation, State Government, State Standards, \*Voluntary Agencies

Historical perspectives concerning accreditation in postsecondary education, the structure of accreditation, and possible future roles for the process are examined. It is suggested that the interplay of four groups provides a basis to consider the possible future in the field of accreditation. These groups are: state government responsibilities and activities, specialized academic disciplines and their voluntary national associations, diverse educational institutions and their regional and national associations, and the federal government and its listing or statistical responsibilities. Recent exemplary cooperative arrangements between states and accrediting associations are cited, and it is suggested that these new arrangements point away from a federal role and toward the future strong role of voluntary, non-profit accrediting associations. The connotations of concepts such as "eligibility," "approval," and "accreditation" are explored, since a recurring problem in the field of accreditation is the use of widely varied terms by associations or agencies. Accreditation is examined historically according to the following five periods: (1) from the formal establishment of the University of the State of New York as the first accrediting agency in 1877, until 1914, when the Association of American Universities formally listed recognized colleges; (2) from 1914 to 1935, when a more qualitative and less quantitative approach to accreditation was implemented; (3) from 1935 until 1948, when the listing form of accreditation was terminated; (4) from 1948 until 1975; and (5) from 1975 until 1980. (SW)

ED 198 775

HE 013 558

Maxwell, J. C. M.

#### Universities in Partnership. The Inter-University Council and the Growth of Higher Education in Developing Countries 1946-1970.

Pub Date—80

Note—480p.

Available from—Scottish Academic Press Ltd., 31 Montgomery Street, Edinburgh EH7 5JX, Scotland (\$15.00).

Pub Type—Books (010) — Reports - Descriptive (141) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—\*Developing Nations, \*Educational Development, Educational History, \*Foreign Countries, \*Higher Education, \*Intercollegiate Cooperation, \*International Education, International Programs, Organizations (Groups), Systems Development

Identifiers—Africa (Central), Africa (East), Africa (South), Africa (West), Asia (Southeast), Caribbean, Ethiopia, Jordan, Liberia, Malta, Mauritius, Pacific Islands, Saudi Arabia, Sudan, \*United Kingdom

Described are the first 25 years of Britain's Inter-

University Council's program to develop university education in the then dependent territories, which has developed into a system of cooperation voluntarily adopted by some 35 overseas universities of different sizes, patterns and roles. Part I, *Evolving Policies*, examines the foundation for the Inter-University Council, the development and operation of the Asquith plan, the University of London's special relationship scheme, and the factors of change that influence the direction of the program. Part II, *The Foundation and Growth of the Universities*, examines the development of the university system and the factors affecting it in the following areas: West Africa; East Africa; Central and Southern Africa; Southeast Asia; and the islands and oceans (Malta, Mauritius, the Caribbean, and the Pacific). Part III, *The Role of the Inter-University Council*, offers insights on the spectrum of partnership and the forms of cooperation. The conclusion discusses the future for the Inter-University Council and its importance to Britain as well as the educational community in general. It is suggested that university relations such as those established by the Inter-University Council serve as non-political bridges respected the world over; therefore, such an arrangement serves not only the intellectual and professional connections overseas but also aids the type of statesmanship that helps sustain peace. Appendices list the constitution and terms of reference, memorandum of agreement between the Ministry of Overseas Development and the Inter-University Council for Higher Education Overseas, membership of the Inter-University Council (1946-1970), and a list of Vice-Chancellors and Principals of Associated Universities. A bibliography and index are included. (LC)

ED 198 776 HE 013 632

**Higher Education and Development: A Selection of Papers Presented to the Golden Jubilee Seminar.**

Association of Indian Universities, New Delhi (India).

Pub Date—75

Note—184p.

Available from—Association of Indian Universities, Rouse Avenue, New Delhi, India.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, Change Strategies, Economic Development, Economic Factors, \*Educational Development, Educational Policy, Educational Trends, \*Foreign Countries, \*Higher Education, \*Public Policy, Social Change Identifiers—\*India

Selected papers on higher education and development that were presented to the Golden Jubilee Celebrations of the Association of Indian Universities are presented. Topics include development and underdevelopment, recent trends in development strategy, and India in the 1980's and 1990's. Contents include the following: "Development and Underdevelopment: Kerala and Uttar Pradesh," by B. K. Nayar; "Higher Education and Development," by A. B. Shah; "Development and Underdevelopment," by Durgadas Roy; "Notes on Some Aspects of the Strategy of Economic Development in India," by Ranjit Sau; "Anti-Development on a World Scale," by Narindar Singh; "Transfer of Technology, Development, and Underdevelopment," by P. V. Indiresan; "Higher Education and National Development," by J. N. Kapur; "Education and Development Strategy," by S. C. Goel; "Higher Education and Development Changing Strategies in the Indian Context," by J. Veeraraghavan; "Some Reflections on the Strategy of Human Resource Development in Developing Economies," by P. D. Shrimali; "Education and Social Change," by B. V. Shah; "Recent Trends in the Strategy of Educational Development," by Satish Chandra; "Agricultural Sciences and Higher Education in India," by G. Rangaswami; "Education and Dynamics of Development," by Gunvant B. Shah; "The Indian University in the 80's and 90's," by Amrik Singh; "India in the 80's and 90's," by P. G. Deo; "Higher Education in 1980's and 90's in India," by N. V. Subba Rao; and "India in 1980's and Relation to Higher Education," by G. R. Mhaisekar. (SW)

ED 198 777

Montgomery, David C., Ed. Duckwall, Julia, Ed. **Expectations for Quality: Should They Be Satisfied or Questioned? Proceedings of the Annual Florida Statewide Conference on Institutional Research (13th, Tallahassee, Florida, June 11-13, 1980).**

Florida State Board of Regents, Tallahassee.

Pub Date—Jun 80

Note—176p.; Some pages may not reproduce clearly.

Available from—State University System of Florida, Planning and Analysis Office, 107 West Gaines Street, Tallahassee, FL 32301.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Accountability, Advisory Committees, Basic Skills, \*Community Colleges, Computer Assisted Instruction, Curriculum Design, Data Bases, Educational Assessment, Educational Benefits, Educational Finance, Educational Legislation, Educational Objectives, \*Educational Quality, Evaluation Criteria, Government School Relationship, Higher Education, Information Needs, \*Institutional Research, Management Information Systems, Predictive Validity, Program Budgeting, State Agencies, State Colleges, State Legislation, State Surveys, \*Statewide Planning, \*Testing Programs, Transfer Students Identifiers—\*Florida, \*Truth in Testing

Proceedings of a Florida statewide conference on quality in higher education are presented. Topics include the following: databases, the community colleges' accounting for quality, program budgeting, and trends in truth in testing. Transcripts of a panel discussion on databases and the following papers and reports are included: "Quality and the State Community College Coordinating Board," by Myron Bleck; "Report of the Academic Quality Subcommittee: A Concept and Recommendations"; "Program Mapping: Quality Control for Academic Programs," by Richard Bedics; "One Step Beyond," by Mantha Mehallis; "The Impact of Program Budgeting Upon Offices of Institutional Research in the SUS of Florida," by Albert Hartley; "Toward Principles of Postsecondary Education Funding," by Pat Barrett; "Reshaping the Dialogue," by Bill Shade; "Microcomputers: A Catalyst for the Identification and Improvement of Quality Instruction," by Al Mizell; "A Proposed Taxonomy of Educational Benefits," by Lester Ruth; "Essential Academic Skills Project: Progress Report," by Margaret Maney; "Bill Considered in 1980 Florida Legislative Session"; "Should There Be Legislation to Regulate Testing?" by Thomas Redmon; "Technical Issues Associated With Legislation to Regulate Testing," by Margaret Weber; "An ACT Viewpoint on Testing Legislation," by Jim Carr; and "Some Facts About the Predictive Validity of the ACT Assessment," by James Maxey. (SW)

ED 198 778

Joyce, Corine

**The Goal Center at Donnelly College.**

Pub Date—[80]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, \*Adult Students, \*Basic Skills, \*College Freshmen, Compensatory Education, Credit Courses, \*Developmental Studies Programs, Educationally Disadvantaged, English Instruction, Higher Education, \*High Risk Students, Mathematics Instruction, Reading Skills, School Holding Power, Self Concept, \*Student Attitudes, Study Habits

Identifiers—\*Donnelly College KS

The Goal Center Plan at Donnelly College, Kansas City, which is designed to provide high-risk students, usually adults, with the basic skills, study habits, and attitudes to succeed in regular courses, is described. Based on placement tests, high-risk students are encouraged to take the following three-credit courses: essentials of English, reading/study skills, essentials of mathematics, and individual differences (behavioral science). The psychology class is directed to improving students' self-image through greater self-perception. Salaried peer tutors were made available for students in the program, which is voluntary. This plan prevents students from enrolling in classes too difficult for them and provides more hope for success and retention. The program involves the four classes for five days a week for a semester. The program is presented as a

HE 013 644

special policy of a special college, and an attempt is made to accentuate the positive benefits of the approach. The college has an open door policy and its mission is to provide postsecondary education for those who might not otherwise have an opportunity. The core program was evaluated in terms of student grades and retention. Eight of the 12 initial students in the program returned for their second semester. (SW)

ED 198 779

Lueck, Lowell A.

**A Bibliography of Higher Education Long-Range Planning Documents.**

Western Illinois Univ., Macomb. Office of Institutional Research & Planning.

Pub Date—Apr 81

Note—50p.; Some pages may not reproduce clearly.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Annotated Bibliographies, Articulation (Education), Budgeting, College Administration, College Admission, \*College Faculty, \*College Planning, College Role, \*College Students, Cost Effectiveness, Curriculum Development, Educational Facilities Planning, \*Educational Planning, Enrollment Trends, Higher Education, \*Long Range Planning, Productivity, Program Development, Resource Allocation, School Holding Power, Self Evaluation (Groups), \*State Universities, Student Characteristics

A bibliography containing about 135 annotated references to ERIC documents, higher education and related journal articles, and other materials containing long-range planning information of interest to higher education planners is presented. The main emphasis is on long-range planning in public four-year institutions of medium size (5,000-15,000), although much of the material would be relevant to planning in any higher education institution, as well as planning at the state and national level, in some cases. Ten subject areas are covered as follows: admissions/retention/articulation; campus/building planning; demography; faculty; institutional role and mission—self-study and academic program planning; management—quantitative approaches; planning—issues, theory, and general references; productivity and cost-benefit analysis; resource allocation and budgeting; and students. Separate listings are also included for the following: (1) ERIC/Higher Education Clearinghouse reports published by the American Association for Higher Education since 1972; (2) "New Directions for Higher Education" titles published since 1973; and (3) "New Directions for Institutional Research" titles published since 1974. ERIC document numbers have been included, when available, and an author index is included. (SW)

ED 198 780

**The National Investment in Higher Education, 1981.**

American Council on Education, Washington, D.C. Association Council for Policy Analysis and Research.

Pub Date—Jan 81

Note—13p.

Available from—Association Council for Policy Analysis and Research, Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Suite 830, Washington, DC 20036 (Free while supply lasts).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, Budgeting, \*College Administration, Educational Finance, Educational Opportunities, \*Educational Trends, Endowment Funds, Equal Education, Federal Aid, Financial Policy, \*Financial Problems, Financial Support, \*Higher Education, \*Inflation (Economics), Private Financial Support, Public Policy, Resource Allocation, Student Financial Aid

Key trends in higher education in the 1970s are summarized, and the current condition of higher education in terms of its human, physical, and financial resources is reviewed. Attention is directed to progress to broaden access to higher education, to preserve quality programs and services, and to maintain fiscal health. Data are presented to indicate that higher education is a major U.S. industry. Much of the growth in higher education during the 1970s resulted from serving previously underserved citizens. To balance their budgets, higher education

institutions have had to focus on controlling costs internally through short-run economies, holding down faculty salaries, deferring maintenance of buildings and equipment, and postponing needed equipment purchases. It is suggested that the Education Amendments of 1980 provide the potential over the next five years for sustaining the national commitment to equal educational opportunity by authorizing increases in the maximum federal student aid awards to compensate for inflation, but appropriations must be increased accordingly to realize this potential. Endowment income has lost significant ground to inflation, and though overall voluntary support has increased substantially, it has failed to keep pace with expanded enrollments and inflation-induced cost increases. It is concluded that higher education institutions have begun to experience a depletion of their human, physical, and financial resources. (SW)

**ED 198 781** HE 013 691  
Fitts, Jean D.

The Need for a University Center of Instruction, Research, and Training in Developmental Education.

Pub Date—12 Dec 80

Note—38p.; Ed.D. Dissertation, Rutgers University.

Pub Type—Dissertations/Theses—Undetermined (040)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Education, Administrators, Articulation (Education), Basic Skills, College Faculty, \*Developmental Studies Programs, \*Educational Research, Faculty Development, Graduate Study, Higher Education, \*Inservice Teacher Education, Professional Continuing Education, \*Professional Training, Remedial Programs, \*Research and Development Centers, Secondary School Teachers, State Programs, State Universities, Technical Assistance Identifiers—\*Research and Graduate Training Facilities, \*Rutgers the State University New Brunswick NJ

Basic skills programs being implemented in New Jersey colleges are examined, and the statewide need for a centralized research and training institution that would inform, train, and provide technical assistance to college and secondary school educators and administrators involved with remedial and developmental instruction is proposed. Developmental education at the New Brunswick campuses of Rutgers University, which include Rutgers College, Douglass College, Livingston College, Cook College and University College, is outlined. Legislative support for basic skills programs at the post-secondary level is also reviewed. It is recommended that a division, department, or center for developmental education be instituted at the state university. Specific recommendations are as follows: that the center become the department of associates or fellows in developmental education; that the center provide graduate training for instruction and evaluation in developmental education; that the center conduct internal and field research, and that findings are disseminated throughout the state and region; that the center provide other departments with technical assistance in the area of faculty development; and that the center sponsor school articulation programs for the purpose of alleviating basic skills deficiencies at an earlier educational level. (SW)

**ED 198 782** HE 013 692  
Kurz, Carol M.

Foundation Fundamentals: A Guide for Grantseekers.

Foundation Center, New York, N.Y.

Report No.—ISBN-087954-026-5

Pub Date—80

Note—160p.

Available from—The Foundation Center, 888 Seventh Avenue, New York, NY 10106 (\$4.95).

Pub Type—Guides—Non-Classroom (055)—Reference Materials—Bibliographies (131)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Business, Eligibility, \*Federal Aid, Financial Support, Grants, \*Grantsmanship, Higher Education, \*Information Seeking, Information Sources, \*Nonprofit Organizations, \*Philanthropic Foundations, \*Private Financial Support, Program Proposals, Search Strategies Guidelines concerning what grantseekers should know about foundations before they ask for money and how to find the facts needed to obtain a grant are presented. There are basically three types of

private foundations (independent, operating, and company-sponsored) and one type of public foundation (community foundations) that are of interest to grantseekers. It is suggested that nonprofit organizations should explore their eligibility for federal funding carefully before approaching any other funding source. Corporations give through separately established foundations and through corporate contributions programs operated within their companies. Individuals are also a significant source of funding. Larger foundations differ from small foundations in a number of significant ways, which are of importance to grantees. Data on funding patterns of all foundations by asset categories and grant categories are presented, along with data on assets, grants, and gifts of foundations by state. Suggestions to provide alternative funding possibilities for individuals and organizations that lack official nonprofit status are offered. Specific steps for finding foundations that are in the grantseeker's geographic area and that are interested in the grantseeker's field are examined. Research steps for learning about a foundation and details on the information sources are presented, along with a proposal checklist, and an IRS form for tax exempt private foundations. Appended materials include a sample subject search, geographic searches, a bibliography of area foundation directories, and a list of reference collections operated by the Foundation Center. (SW)

**ED 198 783** HE 013 693  
Hore, Terry

Crisis Management.

Monash Univ., Clayton, Victoria (Australia).

Pub Date—Jun 78

Note—6p.

Available from—Higher Education Advisory and Research Unit, Monash University, Clayton, Victoria, Australia, 3168.

Journal Cit—Notes on Higher Education; n13 Jun 1978

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Rank (Professional), Accountability, Career Change, College Administration, College Faculty, \*College Planning, Educational Finance, Employment Practices, \*Faculty Mobility, \*Financial Problems, Foreign Countries, \*Higher Education, Part Time Faculty, Personnel Policy, Policy Formation, \*Retirement, Salaries, \*Teacher Employment, Teacher Retirement, Teacher Selection Identifiers—Australia, \*Monash University (Australia)

Problems of "steady state" institutions and techniques of management that have implications for Monash University, Australia are considered. The term "steady state" is used to indicate a lack of additional funds being injected into the system to promote growth and/or development. A trend toward public accountability in higher education has occurred in America and Britain, and Australia may also experience repercussions in the areas of teaching and learning. It is suggested that higher education is likely to experience little growth over the next decade or two, a development that raises two major problems: lack of funds and lack of staff mobility in higher education. The cost of maintaining higher education increases annually, and somewhere over 85 percent of the cost of running a university is taken up by paying salaries. Types of actions pertaining to salaries that may be undertaken to meet financial problems are noted. The most difficult prospect for academic staff to face will be the significant decrease in mobility. Mobility will be restrained by lack of growth in all sections of higher education, by the relative youth of persons in senior academic positions, and by the blocking of promotion prospects through the aggregation of staff at the top rung of each salary range. Possible remedies include the following: early retirement, fractional appointments, retrenchment, retraining, flexible ranking, and protected positions. The need for administrators to take a more active stance toward the future is stressed. (SW)

**ED 198 784** HE 013 694

Hore, Terry West, Leo

Monash University and The Williams Committee

Report.

Monash Univ., Clayton, Victoria (Australia).

Pub Date—May 79

Note—10p.

Available from—Higher Education Advisory and Research Unit, Monash University, Clayton, Vic-

toria, Australia, 3168.

Journal Cit—Notes on Higher Education; n14 May 1979

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, Accountability, Admission Criteria, College Faculty, College Students, Contracts, Educational Demand, \*Educational Quality, Enrollment Projections, \*Enrollment Trends, Foreign Countries, \*Higher Education, Reports, \*Research Opportunities, Student Attrition, Teacher Effectiveness, Teacher Employment, Teaching Skills, Tenure

Identifiers—\*Australia, \*Monash University (Australia), \*Williams Committee Report (Australia)

Topics from the Williams Committee Report and implications for Monash University and Australian higher education are considered. After considering strengths and weaknesses of the report, attention is directed to the potential for growth in higher education, contracting and recurrent education, access/selection and attrition, efficiency and evaluation, research, teaching, and tenure and flexibility. The report suggests that the demand and economic factors in Australia will allow limited growth in universities between now and the year 2001, and that the political climate will allow it to occur. The notion of "portability" allows Monash University to accept students who have part qualifications from other institutions. The report recommends that a study be commissioned to investigate the reasons for the low graduation rates of part-time and external students. The Committee places considerable emphasis on the use of contracting resources across sectors to make better use of resources and to extend educational opportunities. For example, departments experiencing a decline or nongrowth in enrollments could provide advanced education courses on a contract basis. A checklist for assessing the effectiveness of universities, recommended by the Committee, is included. It is recommended that full-time attention to research by academic staff be made possible by appointing temporary staff to provide necessary teaching. Recommendations are also directed to improving the quality of teaching and to the need for flexibility with regard to teacher employment issues. (SW)

**ED 198 785** HE 013 699

Lam, Jack Hoffman, Ben

The Study of Sequential Student Participation in

University in a Changing Environment.

Brandon Univ. (Manitoba).

Pub Date—79

Note—58p.; Some pages may not reproduce clearly.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Aspiration, \*Access to Education, \*College Attendance, \*College Bound Students, \*College Choice, Commuting Students, Comparative Analysis, Decision Making, \*Enrollment Influences, Financial Needs, Foreign Countries, Higher Education, High School Graduates, Institutional Research, Occupational Aspiration, Predictor Variables, Student Employment

Identifiers—\*Brandon University (Manitoba), Canada

The factors influencing attendance at Brandon University, Manitoba, Canada, by 1978 high school graduates were studied. Students who had participated in the Post-Secondary Demand and Enrollment Survey of November 1977 and had selected Brandon University as their first choice institution, and randomly selected students who had applied and been accepted by the university were studied. From these two samples, subgroups of students who subsequently attended the university (going) and who did not attend the university (not going) were compared. The study questionnaire attempted to determine the most important persons influencing the students' decisions to continue or not to continue higher education; events that occurred in high school and summer that might have some impact upon students' immediate plans in the fall; problem areas that students might encounter in their planning; and their educational objectives, career plans, and foreseeable obstacles in fulfilling their plans. Specific information was obtained on students' geographic origins, commuter status, summer employment, and degree of certainty as related to financing the first year of college and as related to achieving their aspirations. The dominant explanation for students not attending Brandon University focuses on insufficient funds. Among the factors



that discriminated between the going and the not going groups were the following: preparation for a specific life style, teacher and parent influence, and ability to overcome problems. Recommendations to increase attendance are offered, including financial aid options and marketing efforts. (SW)

ED 198 786 HE 013 705

Kemmis, Stephen

Symmetrical Communications: Developing Mutual

Understanding and Consensus in Course Teams.

Pub Date—[79]

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, \*Communication

Problems, Curriculum Development, Foreign

Countries, \*Group Dynamics, Higher Education,

\*Interaction Process Analysis, Interpersonal Relationship,

\*Interprofessional Relationship, Social

Behavior, \*Team Teaching

Identifiers—Australia, \*Deakin University (Australia)

The notion of symmetrical communication and its application in course teams at Deakin University, Australia, are considered. Symmetry in communications is evident in groups characterized by mutual recognition by members of one another as persons accepted and appreciated in their common striving for mutual understanding and consensus. The technique used by the course team is based on informal videotape analysis and group discussion of blockages to communication. Since conflict and misunderstanding may generate disaffection within a group that alienates members and reduces their commitment to the group project, the symmetrical communication process is designed to recognize and counter these dysfunctional tendencies. Videotapes of group meetings are replayed, and whenever a group member notices some blockage to communication or some constructive contribution, the videotape is stopped. Individuals involved in the incident are invited to enlarge on their actions or reactions or comment upon the group process. Then wider group discussion begins, and the group attempts to confirm the apparent pattern, find reasons for the blockage, or interpret the group effects of the incident. Where possible and appropriate, strategies for preventing the blockage or overcoming its immediate effects are suggested. Main points emerging from these discussions are recorded as minutes on overhead transparencies when possible, and later photocopied and distributed to participants. Some of the group interaction factors that emerged through this process at Deakin University are identified. (SW)

ED 198 787 HE 013 706

Rigolot, Carol

Fiscal Issues in Higher Education: The 1980's.

Report on Four Conferences (1978-1980) of Academic Leaders and Executive Officers of Life Insurance Companies.

American Council of Life Insurance, Washington, D.C. Education and Community Services.

Pub Date—[80]

Note—42p.

Available from—American Council of Life Insurance, Education and Community Services, 1850 K Street, NW, Washington, DC 20006.

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, College Role, Compliance

(Legal), Cooperative Programs, Declining Enrollment,

\*Educational Finance, \*Educational Trends, Federal Regulation, \*Financial Problems,

Government School Relationship, \*Higher Education,

Inflation (Economics), \*Leadership Responsibility, Private Financial Support, Public

Policy, Regional Characteristics, \*School Business Relationship, Technical Assistance, Trend

Analysis

Fiscal issues in higher education are considered,

based on four conferences attended by academic

and business leaders. After an initial conference of

college and life insurance company presidents at

Princeton University in 1978, three regional meetings

were held in Greensboro, North Carolina; Kalamazoo,

Michigan; and Boston, Massachusetts. Influences

and trends in higher education today are briefly

noted, and the key fiscal issues are considered.

There is agreement that the fundamental problem

is inflation and that it will not go away. The academic

side is hit more severely than business, where increased

costs can be passed on to the consumer.

College budgets and declining enrollments are key fiscal concerns. The growing power of the government in higher education, the absence of a coherent policy, and the cost of compliance are noted, along with the relationship between public and private education. The situations in the midwest, northeast, south, and west are considered. It is suggested that new styles of leadership are gradually developing in both business and academe, which is heightening the similarities and diminishing the differences between them. Ways that business can help educational institutions are considered in relation to expertise, an alliance for public policy, corporate grants, and exchanges. Steps colleges can take include the following: define the mission of the institution, examine the strategies of business, develop strategies to counter the demographic trend, and exert pressure on the government to modify tax laws. A list of conference participants and agendas are appended. (SW)

ED 198 788 HE 013 715

Zirkel, Perry Alan

In Search of the Meaning of Yeshiva. AAHE-

ERIC/Higher Education Research Currents,

April 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED),

Washington, D.C.

Pub Date—Apr 81

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$7.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Collective Bargaining, College Administration, \*College Faculty, Court Litigation,

Faculty College Relationship, Federal Legislation,

\*Full Time Faculty, Higher Education, Private

Colleges, \*Teacher Role, \*Unions

Identifiers—\*National Labor Relations Board v Yeshiva Univ

The impact of the Supreme Court decision in the

National Labor Relations Board v. Yeshiva University

case is considered in this literature analysis.

This landmark decision held that the full-time

faculty members at the private Yeshiva University

exercised supervisory and managerial functions and

were therefore not entitled to the benefits of collective

bargaining under the National Labor Relations Act

(NLRA). The immediate effect of the Supreme Court's

ruling on Yeshiva University itself was to suspend,

if not terminate, the unionization of the

faculty. Although a total of over 20 private colleges

and universities have broken off negotiations or

refused to bargain with faculty unions, there has not

been a widespread movement by college administrations

to claim immunity from collective bargaining under

the NLRA. The most likely course for the future is

judicial rather than legislative or administrative,

and the most likely result of this case-by-case

approach is a fairly narrow and gradual application

of the Supreme Court's holding in Yeshiva. There is

not likely to be very much impact of the decision

on public colleges and universities. It is suggested

that the significant role of faculty in academic

affairs, and their relatively minor influence upon

economic matters is congruent with a dual track

approach. Under this approach shared authority

and faculty senates can be preserved in the academic

area, and faculty collective bargaining units are

allowed, but the scope of bargaining is strictly

limited. The role of the professional literature in

the legal decisions is considered. (SW)

## IR

ED 198 789 IR 008 580

Office of Education Research Reports, 1956-65.

Resumes.

Educational Resources Information Center

(DHEW), Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—Jun 67

Note—341p.; For related document, see IR 008

581.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Annotated Bibliographies, \*Educational Research, \*Research Reports

Identifiers—\*ERIC

This collection of research report abstracts covers

projects sponsored by the Bureau of Research, Office

of Education, primarily under the Cooperative

Research Program (PL 83-531, as amended by PL

89-10). Also included are projects authorized by

other legislation, i.e., Adult and Vocational Education,

PL 88-210; Captioned Films for the Deaf, PL

85-905; Handicapped Children and Youth, PL 88-

164; Language Development, PL 85-864, Title VII;

New Educational Media, PL 85-864, Title VII,

Parts A and B; and Research in Foreign Countries,

PL 83-480. These reports covering the years 1956

to 1965 were received by the Bureau of Research

prior to the publication of Research in Education

(now Resources in Education) in November 1966.

This is the first of two publications prepared by the

Educational Research Information Center (ERIC)

to make information on the results of these projects

available to the educational community; the second

volume provides access to the abstracts via author,

institution, subject, and report number indexes.

(RAA)

ED 198 790 IR 008 581

Office of Education Research Reports, 1956-65.

Indexes.

Educational Resources Information Center

(DHEW), Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—Jun 67

Note—339p.; For related document, see IR 008

580.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Educational

Research, \*Indexes, \*Research Reports

Identifiers—\*ERIC

The author, institution, subject, and report number

indexes which comprise this publication provide

access to the accompanying collection of abstracts

of reports on research sponsored by the Bureau of

Research, Office of Education (OE), between 1956

and 1965. These two publications were prepared by

the Educational Research Information Center (ERIC)

to make information on research results reported

to OE prior to the publication of Research in

Education (now Resources in Education) available

to the educational community. Keyed to ERIC

accession numbers, the collection includes reports

numbered from ED 002 747 to ED 003 960. (RAA)

ED 198 791 IR 009 106

Brehner, Ann Hallworth, H. J.

A Multi-Media CAI Terminal Based upon a Micro-

processor with Applications for the Hand-

icapped.

Pub Date—Apr 80

Note—10p.; Paper presented at the Annual Con-

vention of the Association for Educational Data

Systems (18th, St. Louis, MO, April 13-16, 1980).

For a related document, see IR 009 107.

Pub Type—Reports - Descriptive (141) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction,

Computer Managed Instruction, \*Disabilities,

\*Input Output Devices, Man Machine Systems,

\*Microcomputers, \*Multimedia Instruction,

\*Physical Disabilities

Identifiers—\*University of Calgary (Canada)

The design of the CAI interface described is based

on the microprocessor in order to meet three basic

requirements for providing appropriate instruction

to the developmentally handicapped: (1) portability,

so that CAI can be taken into the customary learning

environment; (2) reliability; and (3) flexibility,

to permit use of new input and output devices as

they are required and become available. The precise

configuration of the terminal is determined by its

use, and a number of special features are available,

e.g., double size characters for use by the partially

sighted, special graphic characters, animation,

color, synthetic speech, and control of a random

access slide projector. Input devices that may be

used include a number pad, light pen, and touch

sensitive display. Special devices for students with

physical handicaps include the POSSUM apparatus,

switching devices, and the POSSUM Expanded Keyboard, both of which have been used by cerebral palsied students. Other special keyboards are designed to simplify the coding required for response, e.g., the "money" keyboard for social arithmetic problems. The terminal has also been developed into a stand-alone computer for use in areas without access to a host computer. (CHC)

**ED 198 792** IR 009 107

Hallworth, H. J. Brebner, Ann  
CAI for the Developmentally Handicapped: Nine Years of Progress.

Pub Date—Apr 80

Note—23p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems (Washington, DC, March 31-April 3, 1980). For a related document, see IR 009 106.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Arithmetic, Autoinstructional Aids, \*Computer Assisted Instruction, Educational Research, Formative Evaluation, Functional Reading, History, Input Output Devices, \*Instructional Design, \*Man Machine Systems, \*Moderate Mental Retardation, \*Multimedia Instruction, Physical Disabilities, Young Adults Identifiers—\*University of Calgary (Canada)

Initiated nine years ago by the University of Calgary Faculty of Education Computer Applications Unit in cooperation with the nearby Vocational and Rehabilitation Research Institute (VRRRI), this project uses computer assisted instruction (CAI) to teach social and vocational skills to developmentally handicapped young adults, many of whom also have physical handicaps. The teaching of social arithmetic and reading has necessitated the use of multi-media terminals, and several such terminals have been developed and used; the current model, based upon a microprocessor, can be adapted to the needs of the individual learner through a variety of input and output devices. Principles derived from research on learning among the retarded have been used to design two program continua aimed at enabling trainees to acquire some of the social skills needed for independent living in the community. Special input devices enable the physically handicapped to communicate more easily with the computer, and "concept keyboards" assist the retarded by reducing the amount of mental recoding required. The success of this project, now an integral part of the VRRRI program, is leading to further use of CAI at the institute and in other centers. (Author/BK)

**ED 198 793** IR 009 108

Brebner, Ann And Others  
Teaching Elementary Reading by CMI and CAI.

Pub Date—80

Note—23p.; For related documents, see IR 009 106-107.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavioral Objectives, Computer Assisted Instruction, \*Computer Assisted Testing, \*Computer Managed Instruction, Elementary Education, \*Feedback, \*Formative Evaluation, Individualized Instruction, Learning Motivation, Reading Achievement, Reading Diagnosis, \*Reading Improvement

Identifiers—\*University of Calgary (Canada)

A computer managed instructional system for reading, begun five years ago in Belvedere-Parkway Elementary School in Calgary, contains 329 behavioral objectives ranging from kindergarten to 8th grade levels, with testing performed online. After completion of a test, a student receives a printout listing the objectives completed, those that need revision, and those that remain to be learned. Class reports show student performance by objectives, and provide specific prescriptions for each student related to the reading texts used in the school. Results show that teachers, students, and parents have all benefited. Teachers are freed from administering, scoring, and recording tests, and can use the prescriptions to plan individualized instruction. Students are motivated by the positive statements about their progress which appear on their individualized summary sheets together with the objectives which still need work. Parents are pleased because they know, from the summary reports, where their children are in relation to what is expected. In addition, reading achievement scores for 6th grade students have increased from the 25th to the 55th percentile. Copies of the student summary sheet and

the summary report are included. Additional details are provided in the attached paper by the same authors. (BK)

**ED 198 794** IR 009 116

Levin, Henry M. Woo, Louis  
An Evaluation of the Costs of Computer-Assisted Instruction. Program Report No. 80-B7.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80

Note—38p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Basic Skills, \*Computer Assisted Instruction, \*Cost Effectiveness, \*Cost Estimates, \*Disadvantaged Youth, Elementary Secondary Education, Methods, Tables (Data)

Cost data were collected from a study on the effectiveness of computer assisted instruction (CAI) for culturally disadvantaged children in the Los Angeles Unified School District. Based upon the resource ingredients approach to measuring costs, it was found that up to three daily 10-minute sessions of drill and practice could be provided for each child within the present allocation of funds from Title I of the Elementary and Secondary Education Act of 1965. If the computer system were shared between two schools, the higher costs would permit only two daily sessions. Costs were also estimated for a more advanced CAI system, and were found to be in the same range, probably because the costs of software do not decline with more advanced technology. (Author/BK)

**ED 198 795** IR 009 117

Narayan, Shankar  
Audio-Visual Aids for Pre-School and Primary School Children. A Training Document. Aids to Programming UNICEF Assistance to Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-80/WS/52

Pub Date—Apr 80

Note—30p.; UNESCO-UNICEF Co-operative Programme. Photographs throughout the document will not reproduce.

Pub Type—Guides - Non-Classroom (055) — Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Audiovisual Aids, Audiovisual Instruction, \*Developing Nations, Early Childhood Education, \*Educational Media, Health Education, Inservice Teacher Education, \*Instructional Materials, \*Teacher Education

This discussion of the importance and scope of audiovisual aids in the educational programs and activities designed for children in developing countries includes the significance of audiovisual aids in pre-school and primary school education, types of audiovisual aids, learning from pictures, creative art materials, play materials, and problems and constraints. Photographs and illustrations are included. A brief discussion of the need for and current approach to nutrition and health teaching in Bhutan is attached. (CHC)

**ED 198 796** IR 009 141

Hunt, Janice M. And Others  
Guide to Packaging Your Educational Programs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Contract—300-77-0415

Note—83p.; Adapted from "Packaging Your Educational Program" by Fred S. Rosenau and Diane H. McIntyre (ED 138 295).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Audiovisual Aids, Budgeting, \*Diffusion, Instructional Design, Instructional Development, \*Instructional Materials, \*Marketing, Personnel, \*Production Techniques, Scheduling Identifiers—National Diffusion Network Programs, \*Printed Materials

This guide to planning, producing, and disseminating instructional materials includes topics on (1) planning content and form; (2) planning personnel requirements, budget, and scheduling needs; (3) producing printed materials; (4) producing audiovisual materials; and (5) distribution. The main emphasis is on developing printed materials and on

the distribution of the finished educational program. Marketing considerations such as pricing, inventory control, order and bill processing, and shipping, are all discussed. The appendix provides descriptions of support materials, including press releases, program descriptions, and brochures, as well as guidelines for developing student materials, instructor manuals, and community and parent guides. An extensive bibliography is provided. (BK)

**ED 198 797** IR 009 142

Indicators of Quality for School/Library Media

Programs: District and School.

Illinois Library Association, Chicago.

Pub Date—79

Note—31p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Budgets, \*Evaluation Criteria, \*Evaluation Methods, Guidelines, \*Learning Resources Centers, Library Equipment, Library Facilities, Library Materials, Library Personnel, \*Library Standards, Organizational Objectives, \*School Libraries

This assessment tool is designed for use by administrators, teachers, and school library media specialists to facilitate the development of local standards for school library media programs at both the building and district level. Specific areas discussed include (1) facilities, (2) budget, (3) materials, (4) equipment, (5) personnel, (6) program of services, and (7) inservice programs. The indicators or goals in the evaluation guide focus on quality aspects of the library media program, and identify those observable areas which indicate that a quality program exists. Analysis is done on the basis of scales which measure the degree of acceptance and the degree of implementation given each goal. Included in the appendix are a worksheet for the development of local quantitative standards and worksheets for assessing equipment needs. (Author/BK)

**ED 198 798** IR 009 146

Galvin, Thomas J.

Managing Your Future: Career Planning and Development for the School Library-Media Professional.

Pub Date—27 Sep 80

Note—14p.; Paper presented at the National Conference of the American Association of School Librarians (Louisville, KY, September 27, 1980).

Pub Type—Opinion Papers (120) — Guides - General (050) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Planning, \*Continuing Education, \*Job Satisfaction, Learning Resources Centers, \*Librarians, \*Media Specialists, \*Professional Development, School Libraries

A brief introductory discussion of some of the factors involved in career development includes the potential role of strategically placed people, job satisfaction, and the individual's responsibility for recognizing and making appropriate career choices. A 3-stage career development self-inventory is suggested as a means of raising the level of consciousness about such choices, and the main body of the paper is devoted to discussions of each of the items on the questionnaire as it relates to the library media professional. A copy of the inventory form is attached. (RAA)

**ED 198 799** IR 009 161

Guidelines for an Area Continuing Education Council: Serving the Continuing Education Needs of Library/Media/Information Personnel.

Pennsylvania State Library, Harrisburg.

Pub Date—Sep 80

Note—22p.; Budget and cover letter removed prior to filming.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Planning, Evaluation Criteria, Information Scientists, \*Library Education, Library Personnel, Media Specialists, \*Professional Continuing Education, Program Design, \*Proposal Writing, Standards, \*Statewide Planning

Guidelines and standards are presented for use in writing proposals to establish Area Continuing Education Councils, each of which will be responsible for planning and coordinating good continuing education programs for a broad section of the library, media, and information community in its geo-

graphic area of Pennsylvania. Topics covered include criteria for evaluation of councils, size and boundaries, representation of consumers and providers, size of council, administrative and governance structure, reporting responsibilities, quality control, a timetable and instructions for filing applications, and an application evaluation form. (RAA)

**ED 198 800** IR 009 165

Finley, Sevilla, Comp.  
RRC Catalog: Resources for Educators.  
Appalachia Educational Lab., Charleston, W. Va.  
Spons Agency—National Inst. of Education  
(DHEW), Washington, D.C.  
Pub Date—Sep 80  
Note—325p.

Pub Type—Reference Materials - Directories/  
Catalogs (132)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—Abstracts, Basic Skills, Competency Based Education, \*Educational Improvement, \*Educational Research, \*Educational Resources, Instructional Materials, Research and Development Centers

Educational materials available on loan to educators in the region from the Resource and Referral Center of the Appalachia Educational Laboratory's Regional Exchange (AEL-Rx) are listed by title, author(s), sponsoring institution(s), annotation, and identification number. The more than 1,300 documents included cover a wide range of educational improvement topics, e.g., reading, mathematics, basic skills, competency-based education, and research and development utilization projects. Each document is listed in all four sections. (FM)

**ED 198 801** IR 009 166

Pritchard, Sarah M.  
SCORPIO: A Study of Public Users of the Library of Congress Information System.

Library of Congress, Washington, D.C.  
Pub Date—Jan 81  
Note—38p.

Pub Type—Reports - Research (143) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Information Retrieval, Information Systems, \*Library Catalogs, Library Instruction, Library Research, Library Surveys, \*Online Systems, Questionnaires, \*User Satisfaction (Information), Use Studies

Identifiers—\*Library of Congress, \*Library Users

This report describes a survey conducted in 1979 to determine user response to SCORPIO, part of the Library of Congress Information System (LOCIS) consisting of online catalogs that are used directly by the public and are integrated with regular reference services. A questionnaire distributed to 123 users of this system asked about types of users, frequency of use, waiting time, instructional methods, information desired, access points used, and the computer versus the card catalog. The results showed an overall positive reaction to the system. Only six percent of the users felt it was hard to learn, although 85 percent wanted more training and documentation. Most users learned from librarians or printed flip-charts; for future improvements, online or computer-assisted instruction was preferred over audiovisual or group instruction. Three-quarters of all users performed subject searches, a finding that contrasts with other catalog use studies. A list of nine references and a copy of the questionnaire including the raw data are provided. (Author/FM)

**ED 198 802** IR 009 167

Hood, Paul D. And Others  
Studies of Educational Dissemination and Utilization: Annual Final Report of the Educational Dissemination Studies Program.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education  
(DHEW), Washington, D.C.

Pub Date—30 Nov 80  
Contract—400-80-0103

Note—32p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Annual Reports, Diffusion, \*Educational Research, \*Improvement Programs, \*Information Dissemination, \*Information Utilization, Networks, Research Utilization

Identifiers—\*Educational Dissemination Studies Program, Linkage

This report reviews the 1980 activities of the Educational Dissemination Studies Program (EDSP),

which is designed to (1) establish efficient means of communication for analyzing, monitoring, and communicating the status, needs, and accomplishments of educational dissemination performers; (2) increase the quality of and access to knowledge pertaining to the dissemination and utilization process; and (3) establish a participatory capacity for organizing and conducting special studies contributing to improvement of educational dissemination as a regional and nationwide effort. Two interrelated program components are described. The dissemination and utilization studies component collects, analyzes, synthesizes, and communicates information on organizational and interorganizational arrangements supporting dissemination activities, as well as on educator acquisition, assimilation, and use of new knowledge. The special studies component provides a flexible, quick response capacity to mobilize educators to examine or conduct exploratory studies in educational dissemination. Information on program planning and personnel is presented, and EDSP publications completed in 1980 are listed. (Author/FM)

**ED 198 803** IR 009 168

Harter, Stephen P., Comp. Pfister, Fred C., Comp.  
Directory of Computer Applications in Florida Libraries.

Florida State Library, Tallahassee.

Pub Date—Dec 79

Note—67p.

Pub Type—Reference Materials - Directories/  
Catalogs (132)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Libraries, \*Computer Oriented Programs, Information Systems, Learning Resources Centers, \*Libraries, Library Automation, Library Technical Processes, \*Online Systems, Public Libraries, Special Libraries

Identifiers—\*Florida

This directory contains information about current applications and proposed uses of computer systems in Florida's libraries for the purposes of (1) providing the base for a communication network among librarians now using computers and those who are interested in using them, (2) identifying information sources for librarians who are considering the use of computers, (3) suggesting possible applications of computers to library functions, and (4) computers for those persons responsible for pre-service and in-service education of librarians. Tables display the number of libraries of various kinds that are applying or planning to apply computer technology to major functions; that are using or planning computer applications developed in-house; and that are using externally-developed systems. The directory lists the address and telephone numbers for the providers of those systems. Descriptions of computer applications and the names of contact persons are given for individual institutions in four sections focusing on academic libraries, public libraries, school media centers, and special libraries. (FM)

**ED 198 804** IR 009 169

Final Report on Project CITE.

Texas Education Agency, Austin.

Spons Agency—National Inst. of Education  
(DHEW), Washington, D.C.

Pub Date—Oct 80

Grant—NIE-G-75-0019

Note—31p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Research, \*Educational Resources, \*Information Dissemination, Information Needs, \*Information Networks, Information Systems, Linking Agents, Needs Assessment, Research Utilization, \*Resource Materials

Identifiers—Coordinating Information for Texas Educators, \*Texas

This 5-year report documents the establishment of a dissemination network to provide educational research materials to Texas educators. Originally supported by an NIE grant and now fully state supported, the system is accomplishing its four basic objectives: identification of information needs, expansion of the quantity and scope of available resources, establishment and maintenance of a linkage system between source and user, and coordination of existing educational resources. The report presents an historical narrative of progress, by year, in the areas of awareness and training activities, identification of information needs, coordination with other dissemination activities, strengthening the resource center base, CITE information services, and evaluation. (RAA)

**ED 198 805**

IR 009 174

Pfister, Fred C.

Identification of Specialization Competencies for Florida School Library Media Specialists.  
University of South Florida, Tampa. Coll. of Education.

Spons Agency—Florida Association for Media Specialists, Tallahassee; Florida State Dept. of Education, Tallahassee. School Library Media Services Section.

Pub Date—80

Note—61p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, Formative Evaluation, \*Learning Resources Centers, \*Librarians, \*Media Specialists, \*Minimum Competencies, School Libraries, Surveys, Tables (Data)

Identifiers—\*Florida

A stratified random sample of educators from the 1,827 schools in Florida with one or more full-time media specialists was surveyed in order to determine which of the 62 competencies for media specialists proposed by the Florida Department of Education Council on Teacher Education were considered essential. Respondents were sent an initial questionnaire and one follow-up mailing. Five school-based subgroups, consisting of school district media supervisors, building level media specialists, principals, and elementary and secondary teachers, were surveyed along with a sixth subgroup of Florida media educators. The 21 competency statements which were designated as essential by the respondents fell into three categories—teacher oriented, librarian oriented, and manager oriented. Of the remaining competencies, 31 were considered non-essential by all of the first five subgroups; these included competencies on research capability and instructional technology. The media educators subgroup considered only four of the proposed competencies to be non-essential. Included in the appendix are the survey questionnaire instructions, the questionnaire, cover letters and enclosures, and data on the ranking by weighted average for total responses and for each subgroup. Twenty-one references are included. (Author/BK)

**ED 198 806** IR 009 175

Brillhart, Lia Shawhan, Douglas

Computers: New Avenues for Engineering Students at the Community College.

Pub Date—76

Note—18p.; For related documents, see IR 009

176-177.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Computer Assisted Instruction, \*Computer Oriented Programs, Computer Science Education, \*Engineering Education, \*Physics, Science Instruction, Two Year Colleges

At Triton College, student involvement with computers as a continued, multifaceted process is considered a primary objective of the physics and engineering department. To that end, the department implemented a low cost diverse program. The computer users presented include labs, algorithms, testing, individual projects, drills, graphics, simulation, and rhetoric. The modes of computer use range from interaction to batch processing. Students enrolled in engineering are thus apprised of the scope and limitations of the computer after taking the sequence of courses in which computer utilization is incorporated. Primarily, the materials for the courses are developed to require the utilization of the computer in some form to guarantee the student's skill acquisition and progressive competency. The computer is programmed and sequenced to serve that purpose as well as to acquaint students with a wide variety of computer capabilities. (Author)

**ED 198 807** IR 009 176

Brillhart, Lia

Modular Self-Paced Graphics at the Community College.

Pub Date—76

Note—13p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, Core Curriculum, \*Engineering Graphics, \*Individualized Instruction, \*Learning Modules, \*Material Development, Minimum Competencies, Pacing, \*Technical Mathematics, Two Year Colleges,



## Workbooks

Identifiers—Triton College IL

A combined lecture-problem workbook course in math and graphics for students entering the engineering program at Triton Community College was designed to allow them to progress at their own rate without a need for faculty lecture. The workbook places equal emphasis on descriptive geometry and graphics with the major areas covered broken into approximately 50 modules, each containing a statement of the topic, theoretical notes, and the method of solution. The modular approach has several advantages: (1) it certifies that all students have covered the same material and have been exposed to the basics in the field; (2) it offers flexibility for schools whose entering populations exhibit a variety of preparations or abilities; (3) it allows a greater degree of freedom for individual teaching styles among part-time faculty; and (4) it offers built-in accountability for administrative concerns. Sample problems are included. (MER)

ED 198 808

IR 009 177

Brillhart, L. Debs, M. B.

A Multi-Technique Approach for Effective Learning.

Pub Date—78

Note—16p.; For related documents, see IR 009 175-176.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Skills, Community Colleges, Computer Assisted Testing, \*Engineering Education, Ethics, Games, Instructional Innovation, \*Professional Education, Simulation, \*Team Teaching, Two Year Colleges

Triton College, under the auspices of a National Science Foundation grant, has designed a team taught course combining an engineering and rhetoric course in which students are introduced to the engineering profession and its communication techniques. The instructional technique is multi-faceted, integrating simulation of the professional environment with course content through the use of case studies, contract learning, speakers, and field experiences. In addition, computer managed testing and games dealing with clarification of values and professional ethics are used. This research supports the concept that a methodology which systematically incorporates a variety of learning/teaching approaches is successful, cost-effective, and transferable. (Author)

ED 198 809

IR 009 178

Rumelhart, David E. Norman, Donald A.

Analogical Processes in Learning. Technical Report, April 1979-August 1980.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—CHIP-TR-8005

Pub Date—Sep 80

Contract—N00014-79-C-0323

Note—38p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, Diagrams, \*Epistemology, \*Learning Processes, \*Learning Theories, Memory, Methods, Models

Identifiers—Analogies, Schemata

Human knowledge consists of schemata based on the specialized procedures used to interpret events in the environment. New schemata are created by modifying models of existing schemata, i.e., learning by analogy. This means that a new situation will be interpreted in accordance with the schema most similar to it in the learner's repertoire. If the schema is an inappropriate fit, a new one based on the original model will be created. By carrying over existing features of a current schema, we can make inferences about a new situation without explicit knowledge of that situation. If the analogy is a good one, most of the inferences from the original schema or source domain will be appropriate to the new one. Conceptual models should have the following properties: (1) it should be based on a domain about which the student is knowledgeable, (2) the target domain and source domain should differ by a minimum number of dimensions, (3) operations natural within the target domain should also be natural in the source domain, and (4) operations inappropriate within the target domain should also be inappropriate within the source domain. Examples from several domains include turtle geometry, kinship terms,

and learning a computer text editor. (Author/BK)

ED 198 810

IR 009 181

Campbell, Dave A. And Others

The Next Step: A Computer Facilities Master Plan for Saddleback College. Final Technical Report.

Saddleback Community Coll., Mission Viejo, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—28 Feb 79

Grant—NSF-SED-78-09687

Note—35p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, \*Computer Oriented Programs, \*Computers, Computer Science, Costs, \*Equipment Evaluation, \*Facility Planning, Facility Utilization Research, Management Information Systems, Microcomputers, Minicomputers, Two Year Colleges

The needs of Saddleback College for computer facilities were assessed to develop a master plan for an integrated data processing system that would satisfy both student educational needs and the administrative needs of the community college district. An analysis of computer facilities indicated that each individual division of the college had computer systems dedicated to its own needs, which resulted in duplication of equivalent hardware and software. The following alternatives were studied: purchase of a large main frame computer system; development of such a system from the NCR Century 200 System; and development of a distributive computer system which would consist of a number of minicomputers, located in one area or throughout the district, that would be connected with each other via telephone lines or hand wires. Based on the results of the study, a decentralized approach with physical separation between administrative and educational computer systems was recommended as the overall goal of the district. Specific recommendations for the immediate future involved making major decisions about upgrading the NCR Century 200 System and ways to get maximum advantage from the Data General Eclipse C150, and the purchase of a minicomputer system for administrative functions. (Author/MER)

ED 198 811

IR 009 184

Hugdahl, Edward O.

Continuing Education for Private Piano Teachers: A Breakthrough for the '80s.

Pub Date—24 Oct 80

Note—29p.; Paper presented at the National Conference on Piano Pedagogy (2nd, Champaign, IL, October 24, 1980).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Extension Education, \*Music Education, Music Teachers, \*Professional Continuing Education, \*Teleconferencing, Telephone Communications Systems, \*Telephone Instruction

Identifiers—\*Distance Education

For nine years, the Educational Telephone Network (ETN) operated by the University of Wisconsin Extension has been used to meet the continuing education needs of private piano teachers in the state by the UWEX Music Department. The interactive aural communications system has over 100 listening locations throughout Wisconsin, with at least one in each of the state's 71 counties and one on each of the 27 campuses of the University of Wisconsin system. Individual locations are equipped with a high fidelity speaker and microphones called an EDUCOM unit, and music can be transmitted satisfactorily over the system for teaching purposes. This paper provides an overview of offerings for private piano teachers, a discussion of the effectiveness of distance learning for music, a list of appropriate techniques for such instruction, and a summary of the results of a longitudinal study of the spring series of courses. An extensive bibliography is provided, as well as appendices which include lists of program offerings for 1973-1980, data from the longitudinal study, and examples of brochures announcing programs. (MER)

ED 198 812

IR 009 188

Anderson, Cheryl A.

Microcomputers in Education.

Pub Date—Oct 80

Note—22p.; Paper presented at the State Convention of the Texas Association of Educational Technology (Dallas, TX, October 27, 1980).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Managed Instruction, Computer Programs, \*Microcomputers, \*Selection

Designed to answer basic questions educators have about microcomputer hardware and software and their applications in teaching, this paper describes the revolution in computer technology that has resulted from the development of the microchip processor and provides information on the major computer components; i.e., input, central processing unit, memory, auxiliary storage, and output. The cost and timesaving advantages of a microcomputer purchase are discussed, as well as the instructional advantages, and the various types of teaching strategies used with a computer are explained. The paper also includes a discussion of hardware selection criteria, software selection sources, and organizations which can provide the novice computer user with helpful information. (LLS)

ED 198 813

IR 009 189

Searfoss, Robert Doyle, Pam

Teaching by TELNET: A Guide to Teleconference Teaching.

Georgia Hospital Association, Atlanta.

Pub Date—[76]

Note—10p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Hospitals, \*Inservice Education, Instructional Materials, \*Teaching Methods, \*Teleconferencing, \*Telephone Instruction

This guide for conducting classes via the Georgia Hospital Association's teleconferencing network provides a brief description of the interactive TELNET classroom, including equipment and student participation capabilities; a list of media used in TELNET teaching; and guidelines for teleconference teaching. Designed to assist in adapting teaching techniques to this medium, the guidelines include a number of specific suggestions presented in four categories—assessment, pre-planning, presentation, and evaluation. Four references are listed. (MER)

ED 198 814

IR 009 191

Laughlin, Mildred

Visual Literacy Through Picture Books K-12: A Curriculum Approach.

Pub Date—26 Sep 80

Note—13p.; Paper presented at the National Conference of the American Association of School Librarians (Louisville, KY, September 26, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Curriculum Enrichment, Elementary Secondary Education, Media Specialists, \*Picture Books, \*Visual Literacy

An effective and easily overlooked resource for conducting visual literacy activities at the elementary secondary level is the picture book collection found in most elementary school libraries. In these times of inflated prices and budget reductions, K-12 librarians and teachers should not fail to make use of these materials. There are a variety of approaches to teaching visual literacy through the use of picture books. Story boards, photographs, hand games, filmmaking, and filmstrips can be used as supplementary materials for these activities. Among the authors whose works are particularly appropriate for visual literacy activities are David Macaulay, Jim Murphy, Tomie DePaola, Holling C. Holling, Jean Fritz, F. N. Monjo, and Barbara Cooney. Reading, English, and the total language arts program offer many opportunities for such activities, and projects related to the teaching of poetry can be very successful. The work of the following poets has been used effectively as the basis for visual literacy activities: Vachel Lindsay, Ernest Thayer, James Whitcomb Riley, Harry Behn, Robert Frost, William Wordsworth, Carl Sandburg, and Leo and Diane Dillon. (LLS)

## ED 198 815

IR 009 193

Melisaac, Donald. *And Others*  
An Overview of MICRO-CMI.  
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 80

Grant—NIE-G-80-0117

Note—23p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Managed Instruction, \*Computer Oriented Programs, Educational Administration, Elementary Secondary Education, \*Individualized Programs, \*Microcomputers, Online Systems

The MICRO-CMI system designed at the University of Wisconsin combines the grouping, diagnosis, and prescription functions of two previously designed systems, with the additional dimension of a sheet scanner to input grades and to score tests. Moreover, the user may specify a unique program of studies for each student, thus enabling the support of a special education curriculum designed around Individual Education Programs (IEP). The MICRO-CMI computer in the school offers online generation of results, reports, listings and grading, and operates more efficiently than the normal time-sharing system. Since the MICRO-CMI programs have been designed in a modular fashion, new functions can be added with a minimum of effort. Available for distribution on magnetic tape, the computer programs are coded in FORTRAN for a DEC LSI-11 using the RT-11 operating system. Because of the nature of the programming techniques applied and the amount of mass storage required, attempts to implement this program on APPLE, TRS-80, or other small eight-bit computers is not recommended. Sixteen schools in Wisconsin and Illinois participated in a pilot test of the system. (MER)

## ED 198 816

IR 009 194

Information Technology in Education. Joint Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology and the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date—Apr 80

Note—254p; Not available in paper copy due to small print size. Legibility varies; appendices on pp. 201-250 will not reproduce due to small type size.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, \*Computers, \*Educational Technology, Elementary Secondary Education, \*Government Role, \*Hearings, Legislation, Postsecondary Education, Public Policy, Special Education, \*Technological Advancement, Telecommunications, Workshops

Identifiers—\*Congress 96th

The joint hearings which are documented in these proceedings were held to enhance the awareness of the Congress, the executive branch, and the private and public sectors of both the potential educational benefits of new information and telecommunications technologies, and the possible social and economic impacts resulting from the widespread use of these technologies in the educational process. A variety of perspectives on these two issues was presented during the two days of sessions. Among the witnesses who appeared before the subcommittees were representatives from the National Institute of Education, the World Institute for Computer Assisted Teaching, Massachusetts Institute of Technology, the Corporation for Public Broadcasting, the Warner Cable Corporation, and the Educational Testing Service. In addition to these presentations, six workshops were held which focused on the implications of instructional technology for elementary secondary education, postsecondary education,

public planning, special education, adult education, and information technology development. The recommendations presented to Congress by the workshop participants are included in this document. (LLS)

## ED 198 817

IR 009 195

Dale, Doris Cruger

Publication Aids for Faculty and Students in Curriculum, Instruction, and Media.

Pub Date—79

Note—15p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Authors, \*Education, \*Guides, Language Arts, \*Periodicals, \*Publications, Publishing Industry, Reading, \*Scholarly Journals

Identifiers—\*Writing for Publication

This annotated bibliography lists 15 articles and five directories published between 1973 and 1979 which provide information for those wishing to submit manuscripts to education related publications. Over one fourth of the items cited pertain to the field of reading or language arts; other items focus on science, libraries, and general education. (LLS)

## ED 198 818

IR 009 199

Jermundson, Aaron

Learning Resources Center, North Carolina Central University. Twenty-Ninth Annual Report, 1978-79.

North Carolina Central Univ., Durham.

Pub Date—28 May 79

Note—90p; Some pages may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ancillary School Services, Audiovisual Aids, \*Audiovisual Centers, \*Delivery Systems, \*Equipment Maintenance, Fees, Financial Support, Higher Education, Instructional Materials, Learning Resources Centers, \*Media Selection, Staff Development

This overview of services extended to students, faculty, staff, and administration by the Learning Resources Center includes an assessment of the staff and funding needed to support its continued growth, as well as reports on the various facets of its operation. Both narrative and statistical reports are provided in each of the service areas: (1) projection and related services, equipment check-out, and inventory of AV equipment; (2) maintenance and repair services; and (3) local production, including graphics, the CCTV facility, and photography. Descriptions of the staff and facility include a list of publications by staff members and floor plans of the LRC. Some of the strengths of the LRC are discussed, as well as current problems, and seven specific recommendations are offered. (MER)

## ED 198 819

IR 009 200

Duncan, Marvin E.

Problems Associated with the Professional Preparation of School Media Personnel.

Pub Date—79

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Certification, Educational Technology, \*Employment Qualifications, \*Librarians, Library Education, \*Media Specialists, \*Professional Education

Focusing on the professional preparation of media personnel who graduate from separate library and media programs, this paper discusses the confusion which has materialized as a result of the new jargon and terminology used to describe media personnel and the implications of joint certification for the two groups. It is argued that school media personnel need academic preparation in both library science and educational technology in order to carry out their responsibilities, and several suggestions designed to lead to a broader academic preparation for the graduates of separate programs are offered. (MER)

## ED 198 820

IR 009 203

Clarke, Peter

Telecommunication and Innovation in the Workplace.

Michigan Univ., Ann Arbor. Dept. of Communication.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Sep 79

Grant—NIE-G-74-0054; NSF-APR-76-11436  
Note—210p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adoption (Ideas), \*Cable Television, Cost Effectiveness, \*Educational Innovation, \*Elementary School Teachers, \*Inservice Teacher Education, \*Instructional Improvement, Interviews, Needs Assessment, Questionnaires, Telecommunications

Identifiers—\*Interactive Cable System

A field experiment investigated the use of interactive cable television to deliver in-service instruction to elementary school teachers. Fifteen schools in Rockford, Illinois, were designated as controls, 12 were equipped for one-way television, and 14 were set up for two-way communication. A consultative relationship with teachers was established through the Client-Centered Production System (CCPS), which provided for teacher input via interviews, group meetings, and a committee which worked with investigators in the selection of relevant topics and design of the programs to be produced. In interviews conducted after the showing of the eight shows, 35 percent of the teachers in the control schools reported that they had learned new teaching ideas during the year, as compared with 53 percent in the one-way communication schools and 69 percent of those with two-way communication. On the basis of these findings and cost/benefit analyses, it was concluded that the project delivered a greater variety of teaching innovations than could be presented in an equivalent amount of time by conventional means, and at about the same cost. Limitations of the experimental design are discussed, as well as implications of the findings for policy decisions. Supporting materials appended include synopses of the programs and copies of interview questionnaires. (LLS)

## ED 198 821

IR 009 205

Matthews, Joseph R.

Resource Sharing in Montana: A Study of Interlibrary Loan and Alternatives for a Montana Union Catalog.

Matthews (Joseph R.) and Associates, Grass Valley, Calif.

Spons Agency—Montana State Library, Helena.

Pub Date—Nov 80

Note—117p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Formative Evaluation, \*Interlibrary Loans, \*Library Automation, \*Library Collections, Library Equipment, \*Library Expenditures, \*Library Materials, Library Networks, Microforms, State Federal Aid, Statewide Planning, Tables (Data), \*Union Catalogs

This study recommends a variety of actions to create and maintain a Montana union catalog (MONCAT) for more effective usage of in-state resources and library funds. Specifically, it advocates (1) merger of existing COM, machine readable bibliographic records, and OCLC tapes into a single microform catalog; (2) acceptance of only machine readable cataloging for new acquisitions; (3) expansion of existing network terminal facilities; (4) provision for a round robin interlibrary loan communication system; (5) commitment of existing federal funding to the union list project; (6) design of a microform system conducive to conversion to an online system; and (7) installation of microcomputer equipment to upgrade interlibrary communications and reduce costs. It further recommends state legislative actions to provide financial support for the state university interlibrary loan activities and a reallocation of federal funding support. Appendices include interlibrary loan data and a list of potential libraries for a selective retrospective conversion project. (RAA)

## ED 198 822

IR 009 207

Dale, Doris Cruger

Catalogs of Audiovisual Materials: A Guide to Government Sources.

Pub Date—Jan 81

Note—35p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, \*Audiovisual Aids, Federal Government, \*Films, \*Government Publications

This annotated bibliography lists 53 federally published catalogs and bibliographies which identify

films and other audiovisual materials produced or sponsored by government agencies; some also include commercially produced audiovisual and/or print materials. Publications are listed alphabetically by government agency or department, and Superintendent of Documents classification numbers are included when available. (FM)

**ED 198 823** IR 009 208

Casey, Joseph And Others

An Evaluation of Title I of the Library Services and Construction Act. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—Jan 81

Contract—300-78-0572

Note—367p.; For a related document, see IR 009 209.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Construction Programs, Decision Making, Federal Programs, \*Grants, \*Library Facilities, \*Library Services, Methods, Policy Formation, \*Public Libraries, Questionnaires, \*State Federal Aid, Statistical Data, Tables (Data)

Identifiers—\*Library Services and Construction Act

This study presents a detailed evaluation of the impact and effectiveness of Title I of the Library Services and Construction Act (LSCA), a federal program designed to assist state efforts to develop and improve public libraries, and examines the policy implications of these results as they relate to the future of federal involvement in public libraries. It presents the history and background of LSCA, study methodology, the uses of LSCA funds, factors affecting these uses, changes in library services and organization resulting from LSCA, effects on the coverage and accessibility of public library services, problem areas and future directions, and major findings and their implications. Statistical data and comparative analyses are presented in 80 tables, and the appendices provide details of the research methodology, selected references, a glossary of terms, supplementary tables, advisory panel members, and data collection instruments. (RAA)

**ED 198 824** IR 009 209

Casey, Joseph And Others

An Evaluation of Title I of the Library Services and Construction Act. Summary Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—Jan 81

Contract—300-78-0572

Note—43p.; For a related document, see IR 009 208.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Construction Programs, Decision Making, Federal Programs, Grants, \*Library Facilities, \*Library Services, Methods, Policy Formation, \*Public Libraries, \*State Federal Aid, Tables (Data)

Identifiers—\*Library Services and Construction Act

The comprehensive evaluation of the effects and results of the federal program implementing Title I of the Library Services and Construction Act (LSCA) described in this summary report found that, in general, the program has contributed significantly to the development and provision of public library services. However, public libraries are increasingly being affected by the rising costs of services, which result in a diminished capacity to stimulate innovations and demonstrations. Despite its age of 25 years, the program continues to be of value, and any drastic curtailments could be expected to have significant and long term deleterious effects, especially in states highly dependent upon its funds. The report includes a description of the study methodology, as well as tables and figures of comparative data. (RAA)

**ED 198 825**

Fowler, Thomas S., Ed.

HODGEPDODGE: A Workshop. Proceedings (San Francisco, CA, February 22, 23, and 26, 1979). San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 79

Note—53p.

Pub Type—Collected Works - Proceedings (021) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Bibliographies, \*Information Seeking, \*Librarians, \*Library Services, Public Libraries, \*Reference Services, \*Search Strategies, Workshops

Described on the agenda as "An Omnium Gatherum for Reference Librarians," this workshop presented by the staff of the Bay Area Reference Center (BARC) cites resources and explains search strategies used by BARC to respond to the types of questions most frequently submitted to them. Methods and tools that may be used by smaller libraries to answer similar questions are also cited. Topics addressed include flora and fauna, organizations and associations, vehicle repair, medical reference, quotations and poems, words and music, collectibles and antiques, place locations, how-to, several categories of foreign language questions, and the types of questions that can be answered using government publications or the inhouse indexes of special libraries. Related bibliographies are provided for most of the topics as well as the speaker's comments. (RAA)

**ED 198 826**

Lynch, Minnie-Lou, Ed.

Handbook for Louisiana Library Trustees.

Louisiana Library Association, Baton Rouge.

Pub Date—80

Note—125p.; All appendices are on colored paper and may not reproduce.

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Governance, Governing Boards, Guidelines, \*Library Administration, Library Role, \*Occupational Information, \*Public Libraries, \*Trustees

This handbook defines the role of the trustee and identifies specific responsibilities and functions of the position. The step-by-step procedures with illustrations and checklists provide practical information and guidelines for librarian selection, planning and policy setting, facilities design and construction programs, funding and tax elections, employee policies and pay scales, community relations, continuing education for trustees, and library development in Louisiana. (RAA)

**ED 198 827**

Finley, Sevilla

Information Retrieval Workshop for Selected

Tennessee Department of Education Personnel.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Note—58p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Information Retrieval, Instructional Materials, Online Systems, Professional Continuing Education, Questioning Techniques, \*Search Strategies, \*State Departments of Education, \*Workshops

Identifiers—Tennessee

This report presents an overview of a two-day workshop designed to introduce librarians, research assistants, and other participants in the Tennessee State Department of Education's Project Support to computer search applications and search negotiation skills. Objectives included a demonstrable mastery of search negotiation technique, a working knowledge of ERIC, and an understanding of computer search principles. Appendices to the report include a workshop agenda, relevant correspondence, workshop learning materials and activities, and workshop evaluation materials. (FM)

IR 009 210

**ED 198 828**

Second Annual Progress Report on the Course-Related Library Instruction Program, September 1, 1979 through August 31, 1980.

Ball State Univ., Muncie, Ind. Dept. of Library Science.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEFH), Washington, D.C.

Pub Date—80

Grant—NEH/CLR-EH-28970-78-51

Note—31p.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College English, Course Evaluation, Courses, Higher Education, \*Library Instruction, \*Library Skills, \*Programs, Questionnaires, Student Attitudes, \*Undergraduate Students

This report describes Ball State University's course-integrated library instruction program for the multi-section English 104, Composition 2 course, which is intended to provide instruction in fundamental library use skills to the majority of the university's undergraduate students, and to create a base of library use knowledge which can be expanded by a proposed second level of more specialized instruction within selected courses offered by several academic departments. Program activities for 1979-1980, the role of Ball State's General Instruction Service, and the evaluation of library instruction are detailed. Projected activities for 1980-81 are summarized. Appendices provide course statistics, copies of student and faculty course evaluation questionnaires, and evaluation statistics. (FM)

**ED 198 829**

Summer of Champions. The Coach's Playbook.

1980 Alabama Summer Reading Program Manual.

Alabama Public Library Service, Montgomery.

Pub Date—Jan 80

Note—37p.

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Children, Guidelines, Library Services, Program Administration, \*Program Development, Publicity, \*Public Libraries, Reading Games, \*Reading Programs, \*Summer Programs

Identifiers—Alabama  
This handbook provides ideas and guidelines for the management and development of a children's summer reading program that uses the resources provided by the Alabama Public Library Service. Chapters offer suggestions in the areas of program planning, reading requirements and records, publicity, program activities, and program evaluation. Samples of reading games and puzzles are included. (FM)

**ED 198 830**

Fretwell, Gordon, Comp.

ARL Annual Salary Survey, 1979-1980.

Association of Research Libraries, Washington, D.C.

Pub Date—Dec 80

Note—48p.; For related documents, see ED 168 473 and ED 188 580.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (Members \$3.00/year; Non-members \$5.00/year).

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Libraries, Higher Education, \*Librarians, Library Surveys, \*Personnel Data, \*Research Libraries, \*Salaries, Statistical Analysis, Tables (Data)

As in previous years, this survey provides information on median and beginning professional salaries for filled or temporarily vacant positions in all ARL libraries. In addition, tables detail the numbers of and average salaries for positions in ARL university libraries and display the distribution of these positions by sex and minority group membership, and by geographical location, size, and type of institution. A major change this year is the expression of all Canadian salaries in terms of U.S. dollars. (Author/RAA)

IR 009 214

IR 009 215



## ED 198 831

IR 009 216

Douglas, Kimberly Wismer, Don  
Computer-Based Indexing on a Small Scale: Bibliography.

Pub Date—Jan 80

Note—19p.; Paper prepared for the Special Library Group of the Maine Library Association's workshop (Augusta, ME, January 14, 1980).

Pub Type—Reference Materials - Bibliographies (131)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Automatic Indexing, Computers, Indexing, \*Microforms, \*Permuted Indexes, Special Libraries, \*Thesauri

The 131 references on small scale computer-based indexing cited in this bibliography are subdivided as follows: general, general (computer), index structure, microforms, specific systems, KWIC KWAC KWOC, and thesauri. (RAA)

## ED 198 832

IR 009 217

Miller, Lynn F., Comp. Wood, Vivian, Comp.  
Directory of Library Instruction Programs in New Jersey.

Pub Date—Mar 79

Note—18p.

Available from—Graduate School of Library and Information Studies, Rutgers University, New Brunswick, NJ 08903 (\$1.00 plus postage).

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

## EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, \*Clearinghouses, \*Library Instruction, \*Library Skills, \*Orientation Materials, Public Libraries, Special Libraries

This directory of academic, public, and special libraries offering library instruction programs provides the address, name, and phone number of a contact person, and a brief description of the program. The annotated bibliography includes 39 recent articles on library instruction divided into these categories: general, guides and signage, audiovisual instruction, elementary and high school libraries, college and university libraries, and special libraries. Information on the use of the Clearinghouse for Library User Education/New Jersey (CLUE/NJ) Depository and collection of library and instructional materials is included. (RAA)

## ED 198 833

IR 009 218

Integrating Library Skills into Content Areas:  
Sample Units and Lesson-Planning Forms.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-8431

Pub Date—Nov 79

Note—146p.; For related document, see ED 169 906.

Pub Type—Guides - Classroom - Teacher (052)

## EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Curriculum Development, Educational Resources, Elementary Secondary Education, \*Integrated Activities, \*Learning Activities, Lesson Plans, \*Library Instruction, \*Library Skills, \*Social Studies, Units of Study

As a companion to "Study Skills Related to Library Use," this publication provides specific examples of units integrating library skills into the teaching of content areas, and describes lesson-planning forms that may be of help to teachers and librarians. Sample units include a research unit on explorers for the upper elementary level and the instructional model used; a unit on living authors for the same level, and a unit for ninth grade world history. Each unit displays a different format and may be used in its entirety or in selected sub-units. Also included are two lesson-planning formats accompanied by instructive samples for specific lessons. (RAA)

## ED 198 834

IR 009 219

Allen, David Y., Ed.  
The Implementation of Data Base Searching at Three Campuses of the State University of New York.

Pub Date—5 Jun 80

Note—29p.; Based on papers presented at the Annual Conference of the State University of New York Librarians' Association (Farmingdale, NY, June 5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, \*Databases, Higher Education, \*Information Seeking, \*Library Administration, \*Library Services, \*Online Systems, \*Reference Services, State Universities Identifiers—State University of New York

These three essays describe the practical and administrative aspects of the implementation of computerized database searching at the Albany, Buffalo, and Stony Brook SUNY campuses. Originally prepared as papers for a conference of SUNY librarians, each essay focuses on one campus to address such questions as the number of patrons who use the service; the proportion of faculty, graduate students, undergraduates, and off-campus users who make up the user group; which databases are most heavily used; how the searching is financed; whether patrons are screened in advance; and, if so, by whom; whether patrons are present at the search; whether online databases are used for answering quick reference questions as well as for extended literature searches; and the training and deployment of searchers. Responses to these questions indicate that there is a considerable diversity in practice in the way database searching is carried out on the three campuses, and some of the reasons for this diversity are indicated in the introduction, as well as some underlying problems faced by all campuses in their efforts to provide online search services. (RAA)

## ED 198 835

IR 009 221

Chavers, Dean

Equity of Audiences in Educational Dissemination.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 79

Note—24p.; Prepared for the Conference on Indicators of Equity in Information Dissemination Programs in Education (Washington, DC, February 22-23, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educationally Disadvantaged, \*Educational Resources, \*Equal Education, \*Information Dissemination, \*Information Needs, Information Networks, \*Linking Agents Identifiers—Equity (Education)

Equity in knowledge production and utilization calls for a bold approach with a system of planned intervention for educational change for the disadvantaged. Such an attempt should be based on a two-way flow of information model, and it might involve the training of persons indigenous to each group in the use of education products, and the reimplantation of these persons in their communities. They would then, through direct contacts with the dissemination network, become liaisons between the educational professionals and the disadvantaged groups of which they are members. The planning of such a system should involve the integration of research from the fields of communication, sociology, anthropology, and psychology on the information-seeking and educational behavior of the various groups of disadvantaged in the U.S. Planning should involve a mix of representatives of these groups in the design of research, the development of plans, and the implementation and evaluation of programs. The appointing of advisory boards would probably be the most appropriate method for involvement, and stress should be placed on the employment of persons from disadvantaged groups at all levels of the collection and dissemination system. Materials concerned with specific disadvantaged groups are included in the list of 28 references. (Author/RAA)

## JC

## ED 198 836

JC 800 641

Sheats, Paul H. And Others

A View toward the Future: A Report of the

Professor Emeritus Project.

Coahoma Junior Coll., Clarksdale, Miss.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—454AH00464

Note—112p.; Several exhibits were deleted. Best copy available.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)

## EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Adult Education, College Faculty, \*College Planning, Community Colleges, Community Surveys, \*Consultation Programs, Continuing Education, Educational Needs, Information Dissemination, \*Institutional Research, Labor Needs, Long Range Planning, Needs Assessment, Questionnaires, Staff Development, Teacher Attitudes, Two Year Colleges

A project was undertaken by Coahoma Junior College (CJC) during 1980 to strengthen its institutional research and planning efforts in the areas of adult and continuing education. During the course of the year-long project, a consultation team led by two nationally prominent, retired educators carried out a series of planning activities, which included: (1) establishing procedures for collecting information concerning relevant educational research and for disseminating this information among administrators and faculty; (2) planning and conducting a survey of area residents to assess community educational needs and familiarity with CJC; (3) surveying area businesses and industries to assess community manpower training needs; (4) interviewing CJC faculty to determine their attitudes toward educational priorities and the quality of CJC continuing education programs; (5) developing plans for the establishment of a special library to provide materials for staff and faculty development; and (6) formulating, on the basis of the needs assessments, priorities for institutional research at CJC. The project report outlines ten summary recommendations, provides a chronological summary of the activities of the consultant team, details methodology and findings for the community and faculty surveys, and assesses the project's success. Survey questionnaires are appended. (JP)

## ED 198 837

JC 810 027

Brewster, Catherine W.

Strategies for the Establishment of a Handicraft Cooperative.

Pub Date—Mar 80

Note—20p.

Pub Type—Reports - Descriptive (141)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Cooperatives, Financial Support, \*Handicrafts, Low Income Groups, \*Older Adults, \*Program Development, Two Year Colleges

This compilation of brief papers provides descriptive and evaluative information about Central Florida Community College's Handicraft Co-op Program, which seeks to involve low-income senior citizens in a crafts program that has recreational and therapeutic value and also provides supplemental income. The first paper offers an overview of the project, touching upon initial efforts and attempts to expand, financial difficulties, and other problems. The second paper furnishes background on the Community Instructional Services Fund, which provided program financial support. The third paper contains the original plans and purposes of the program, revealing how its structure, activities, training functions, and evaluation procedures were initially perceived. The fourth paper looks at selected characteristics of the 96 members of the Co-op. The fifth paper describes the program's inception; compares anticipated with actual results; discusses campus support for the program; reveals examples of resulting agency/community cooperation; and offers suggestions for increasing work opportunities for older adults and for implementing similar programs. The final paper outlines recruitment and outreach efforts, instructional strategies, program and product costs, and staff activities. Appended are: (1) 12 program rules; (2) job descriptions for program personnel; and (3) record-keeping and bookkeeping guidelines and forms. (AYC)

## ED 198 838

JC 810 061

Miner, Norris

External Intervention: Past, Present, and Future Shock.

Pub Date—[79]

Note—11p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Accrediting Agencies, \*College Curriculum, College Role, \*Community Colleges, Court Litigation, Curriculum Development, Federal Regulation, Futures (of Society), \*Governance, \*Government Role, \*Government School Relationship, Noncredit Courses, \*Policy Formation, State Aid, State

# Legislation, Two Year Colleges, Vocational Education

Identifiers—\*Florida

Past events, present conditions, and future possibilities provide the context for this examination of the direct or indirect control of college curricula by governmental agencies. The paper first notes that while external management may be resented by educators who are entrenched in the status quo, government intervention into college instruction is very often an expression of public opinion concerning the value of education and the direction it should take. After a discussion of the authority exercised by licensing agencies in imposing curricular requirements for vocational programs, the report examines the rationales for and consequences of methods used by the Florida legislature to control community college instruction, including: (1) the elimination of funding for recreational courses; (2) the establishment of curricular priorities which excluded many non-credit courses; and (3) proviso language which bases state funding for job training courses on the enrollment of students who have been or are currently employed in the occupation for which training is provided. An examination follows of federal external control, which is exercised indirectly by requiring colleges to divert funds from instructional programs to meet the data collection requirements of the Federal Vocational Education Data System and by rulings in educational litigation. The paper concludes with a discussion of probable intervention in the future. (JP)

ED 198 839 JC 810 071

Eisele, G. Richard. And Others

A Handbook for Coordinators of Cooperative Education.

Community Coll. of Vermont, Montpelier.

Pub Date—[80]

Note—49p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Community Colleges, \*Cooperative Education, Cooperative Programs, Evaluation Criteria, \*Experiential Learning, \*Performance Contracts, Program Administration, Program Descriptions, School Business Relationship, Student Records, Two Year Colleges

This handbook presents guidelines for developing, monitoring, and evaluating cooperative educational opportunities that allow students to document learning gained on their current job, through work-study placements, or through placements in local business. The handbook first outlines the objectives of the Community College of Vermont's cooperative education program, and then discusses four activities that must precede student placement in cooperative positions: recruiting students; interviewing each student to assess his/her level of motivation and commitment to the activity; selecting a suitable position and assessing the amenability of the supervisor to the cooperative education program; and conducting a meeting between the supervisor, the student, and the program coordinator to clarify the expectations of all parties and to write a learning contract. The handbook then describes the components of the learning contract, which specify: (1) the number of credits to be earned and the degree requirements to be fulfilled; (2) cognitive, affective, and/or psychomotor learning objectives; (3) learning activities; and (4) evaluation criteria. Finally, the handbook presents guidelines for dealing with problems as they occur, evaluating student performance, evaluating and modifying the program itself, and maintaining adequate records. Forms, letters, and a sample learning contract are appended. (JP)

ED 198 840 JC 810 075

Emphasis on Excellence.

Miami-Dade Community Coll., Fla.

Pub Date—[80]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, College School Cooperation, \*Community Colleges, \*Curriculum Enrichment, Foreign Students, General Education, High School Graduates, High School Students, \*Honors Curriculum, Humanities, International Education, Summer Schools, Theater Arts, Tuition Grants, Two Year Colleges, Two Year College Students

Identifiers—\*Emphasis on Excellence Program FL, Visiting Professor Series

Miami-Dade Community College's (MDCC's) Emphasis on Excellence program is described in this report as a comprehensive effort initiated in January 1979 to encourage high-ability students and to provide the community with a greater scope of educational and cultural opportunities. After introductory material outlining specific program objectives, the report describes seven of its components: (1) Scholar's Grants in the form of matriculation fee waivers for area high school graduates who ranked in the top 10% of their graduating class; (2) Academic Achievement Grants, which are awarded annually to 100 outstanding MDCC students; (3) the Distinguished Visiting Professor Series, which provides students and faculty with an opportunity to hear guest lecturers with international reputations in their fields; (4) the Creative Focus program, which provides students, the community, and area high schools with access to the performing arts through theater productions and classes; (5) the Governor's Summer School for the Gifted and Talented, during which MDCC faculty provide college-level instruction to the area's top high school students; (6) efforts to internationalize the general education and humanities curricula in response to the multi-national profile of the student body; and (7) an Honors Program for the most highly motivated students. For each component, the report examines goals, operations, and accomplishments to date. (JP)

ED 198 841 JC 810 081

Elias, John E. Smith, Clifton L.

Professional Simulations in Marketing & Distributive Education.

Pub Date—14 Nov 80

Note—40p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Distributive Education, Higher Education, Management Games, \*Marketing, \*Preservice Teacher Education, \*Simulation, \*Vocational Education Teachers

Instructions are provided for six simulations that are designed to hone the administrative and decision-making skills of future marketing instructors and program coordinators at community colleges. Each simulation is designed to last 45 minutes, with the final 15 minutes used for assessment and feedback. For each activity, participant instructions are presented first, indicating the competency to be practiced, establishing performance objectives, and describing a setting. Then instructions and suggestions are provided for the evaluator, who also plays a role in the simulation. Finally, structured assessment/feedback forms are presented. The simulations require the participant to: (1) describe to a business representative (played by the evaluator) the benefits of participation in the school's internship program; (2) convince an administrator of the importance of active program advisory committees; (3) explain the role of advisory committees to a potential member and solicit his/her involvement; (4) explain to a new counselor the type of student who would benefit from the applied marketing program; (5) develop guidelines for applied marketing internships and explain them; and (6) recommend that an academically oriented middle-management program become a vocational marketing program. (AYC)

ED 198 842 JC 810 082

DiCarlo, Robert D.

A Community Needs Assessment: Franklin County, Massachusetts.

Greenfield Community Coll., Mass.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date—[79]

Grant—HUD-CPA-MA-01-06-1105

Note—70p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age, Agency Cooperation, \*Community Attitudes, \*Community Colleges, \*Community Study, Demography, Educational Attainment, Educational Needs, Employment, Government Role, Health Needs, Health Services, Income, \*Needs Assessment, Regional Characteristics, Tables (Data), Transportation, Two Year Colleges

Identifiers—\*Massachusetts (Franklin County)

In collaboration with a county hospital and two local government planning offices, Greenfield Com-

munity College (GCC) conducted a survey of 1,200 randomly selected residents of Franklin County, Massachusetts, to obtain a demographic profile of area citizens and to identify their needs in the areas of postsecondary education, health care, transportation, and government services. The survey was conducted in two parts. First, a 34-item questionnaire was mailed to respondents soliciting: (1) demographic information, such as family size, gross income, employment status, educational background, type of transportation used, and shopping patterns; and (2) opinions concerning area health care needs, mass transportation, future industrial development, and the quality of service provided by GCC. Then, respondents were interviewed at home or by telephone to obtain their answers to 20 open-ended questions about the services GCC should provide, the improvements that should be made in area health care, and the adequacy of local government services. The survey report details methods and procedures, reports response rates for each of the two survey parts, and summarizes findings under six headings: county demographics; transportation; work and shopping patterns; attitudes concerning business, industry, and government; educational needs; and health care needs. (JP)

ED 198 843 JC 810 087

Course Registration and Faculty Teaching Report.

University of Hawaii, Community Colleges, Fall

1980.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

Report No.—IRACC-15

Pub Date—Dec 80

Note—30p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Size, \*College Faculty, \*Community Colleges, General Education, Student Teacher Ratio, Tables (Data), \*Teaching Load, Two Year Colleges, Vocational Education

Registration data for students enrolled in regular credit classes at six Hawaii community colleges during Fall 1980 were examined to measure instructor workload in terms of class size, average semester hours taught, and the average hours in contact with students. Major findings reveal that, during Fall 1980, 19,359 students were enrolled in 2,837 classes and carried 8,206 student semester hours. Only 160 of the classes had enrollments of 10 students or less, and the average class size was 24. General education classes experienced higher average enrollments (25 students) than did vocational classes (23 students). Findings directly related to faculty workload reveal that 623.5 full-time equivalent (FTE) instructors taught an average of 13.2 semester hours and that the average number of student contact hours was 15.9. The average productivity ratio (number of student semester hours divided by FTE faculty) was 306 and the ratio of FTE faculty to FTE students was 1 to 20. The study report presents findings on a series of tables which compare findings by college with similar data collected annually since 1976 and break down 1980 findings for each college by program area. (JP)

ED 198 844 JC 810 096

Learning Objectives and Instructional Materials

for a Core Course in the Humanities.

Miami-Dade Community Coll., Fla.

Pub Date—Nov 80

Note—58p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affective Objectives, Audiovisual Aids, \*Behavioral Objectives, Cognitive Objectives, Community Colleges, Core Curriculum, \*Course Objectives, \*Humanities, \*Instructional Materials, Media Selection, Textbook Content, Textbook Evaluation, Two Year Colleges

Learning objectives, developed for a core humanities course, are presented as they were submitted to the faculty and administrators of Miami-Dade Community College for approval and suggestions. First, overall course objectives are enumerated, and then specific objectives are stated, arranged by hierarchical level according to Bloom's Taxonomy. Twelve objectives are presented for the cognitive domain; for example, students completing the course will speak, listen, write, and read competently and in an organized and critical manner; communicate effectively with individuals in the different aspects of their lives; and make worthwhile

use of their leisure time. Another six objectives are presented for the affective domain; for example, students are expected to demonstrate a willingness to respond to others' opinions and to appreciate the major accomplishments of various cultures. Also included are a response sheet to be used by faculty in indicating their agreement or disagreement with each objective and forms which identify the hierarchical level, content, desired behavior, and (for the cognitive domain) evaluation criteria for each objective. In the second part of the document, eight humanities texts are evaluated with respect to their organization, content, and strengths and weaknesses, and 18 audio-visual materials for the art section of the course are assessed in terms of their correspondence to course objectives, content, and quality. (JP)

ED 198 845 JC 810 098

Whitney, Gloria D.

General Psychology Assessment and Course Satisfaction Compared with the Myers-Briggs Type Indicator.

Pub Date—80

Note—168p.; Ed. D. Dissertation, Nova University. Not available in paper copies due to the marginal reproducibility of the original document.

Pub Type—Dissertations/Theses—Practicum Papers (043)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Community Colleges, Correlation, \*Course Evaluation, Literature Reviews, National Norms, \*Personality Assessment, \*Personality Measures, Psychology, Student Attitudes, Student Evaluation of Teacher Performance, \*Test Validity, Two Year Colleges

Identifiers—\*Myers Briggs Type Indicator

A study involving 211 students enrolled in eight sections of a general psychology course at Brevard Community College was conducted to determine if the course activities and testing methods were biased toward certain personality types, as defined by the Myers-Briggs Type Inventory (MBTI); and to evaluate the usefulness of the MBTI as a learning activity. During the study, students were administered the MBTI and later asked to indicate the accuracy of the results and their attitudes toward the MBTI. After the students had completed the course, a correlation analysis was performed to identify the significant differences that existed in satisfaction with the course among students in nine of the 16 MBTI personality types. Course satisfaction was measured in terms of grade point average and student ratings of the course and instructor. The study report describes methodology and findings as they relate to: (1) the frequencies of the 16 MBTI types in the sample; (2) the differences between these frequencies and the normative pattern for college freshmen described by the Center for Applications of Psychological Types; (3) the differences in student achievement and course satisfaction among the personality types; (4) the differences in grades earned by students in the nine personality groups studied and the grades of students categorized as other types; and (5) student attitudes toward the MBTI and variations in these attitudes among student types. (JP)

ED 198 846 JC 810 099

Marty, Myron

Do It with Mirrors.

Pub Date—4 Feb 81

Note—12p.; Speech given before the Conference on Strengthening the Humanities in Occupational Education (Los Angeles, CA, February 4, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, Curriculum Enrichment, \*Humanities, \*Self Concept, Two Year Colleges, \*Vocational Education

In beginning an address on the importance of the humanities to community college occupational education, one could draw from actual classroom experiences to illustrate the difficulties of teaching the humanities or the positive impact the humanities can have upon students; consider ways of building bridges between the humanities and technology; discuss those areas of knowledge that aren't amenable to scientific inquiry; or examine the need for individuals to recognize latent, yet powerful, societal influences, such as the maturation of the baby boom generation or the subtle impact of recordings on individuals' reactions to music. Central to all of

these themes is the realization that study of the humanities provides the student with a mirror of life which strengthens the faculty of self-reflection. By studying the work ethic in literature, or by examining various cultures through their art and literature, the student acquires a new self-image that allows him/her to: perceive the relationships between life, work, and job; reflect on the meaning of habits and beliefs; and respond with reason and feeling to the social and natural environments. Surely, the cultivation of this self-reflection is as important for vocational students as it is for students of the liberal arts and, thus, it is incumbent upon educators to plan and implement methods of strengthening the humanities in vocational curricula. (JP)

ED 198 847 JC 810 102

Financial Report of the County Colleges of the State of New Jersey for the Fiscal Year Ended June 30, 1980.

New Jersey State Board of Higher Education, Trenton.

Pub Date—29 Jan 81

Note—95p.

Pub Type—Numerical/Quantitative Data (110) EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), \*Community Colleges, County School Districts, \*Educational Finance, Enrollment, Enrollment Trends, Expenditure Per Student, \*Expenditures, Fees, \*Financial Support, Full Time Equivalency, Local Government, Operating Expenses, State Aid, State Colleges, State Surveys, Trend Analysis, Tuition, Two Year Colleges

Identifiers—\*New Jersey

Based on audited financial statements submitted by each of the colleges and on plant and capital data provided by the New Jersey Department of Higher Education Office of Facilities Planning and Construction, this report summarizes Fiscal Year 1980 financial data for the county colleges of New Jersey. The report first presents a composite profile of the college's revenues and expenditures, and then analyzes: (1) current revenue from state aid, county appropriations, tuition and fees, and miscellaneous sources; enrollments and educational costs per full-time equivalent student; (2) educational and general expenditures; and (3) fixed assets and capital data. Next, 42 data tables are presented, summarizing sources of unrestricted revenue; changes in state, county, and tuition support since 1978; costs per full-time equivalent student; enrollment data; educational and general expenditures; plant operation and maintenance expenditures; fixed assets at cost; state appropriated plant funds; capital authorizations to date; and revenues and expenditures of each of the state's 18 colleges. The report is accompanied by a letter of transmittal from the Chancellor of the Department of Higher Education outlining significant trends in the data. (JP)

ED 198 848 JC 810 109

Wallhaus, Penny Lach, Ivan J.

An Analysis of the Factors Which Affect Instructional Unit Cost in the Public Community Colleges of Illinois.

Illinois Community Coll. Board, Springfield.

Pub Date—Jan 81

Note—42p.; Table G may not reproduce well due to small print.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Assessed Valuation, College Credits, \*Community Colleges, Correlation, Costs, \*Economic Factors, Energy, Enrollment, Equalization Aid, Faculty Workload, Fees, Full Time Equivalency, Full Time Faculty, Income, \*Institutional Characteristics, Part Time Faculty, School Size, State Surveys, Tax Allocation, Teacher Salaries, Two Year Colleges, \*Unit Costs

Identifiers—\*Illinois

Methodology and findings are reported for a series of statistical analyses conducted to identify those factors that account for variations in instructional unit costs (IUC) among the Illinois community colleges. The first analysis described in the report correlates five measures of district wealth with total IUC (i.e., total instructional costs divided by total credit hours produced) and two measures of variable unit costs (i.e., the portion of the IUC that fluctuates with enrollment). The five measures of district wealth included in the analysis are: property wealth per capita; property wealth and tax rate per capita; property wealth per full-time equivalent (FTE) enrollment; property wealth and tax rate per FTE enrollment; and per capita income. The second

analysis examines the correlation of total and variable unit costs with 15 non-wealth factors, including: tuition and fees, faculty load, full-/part-time faculty ratio, and college program mix (i.e., the percentage of instructional effort devoted to each of seven curricular areas). The report then describes the application of two stepwise regression analysis procedures to determine the relation between the combined impact of 3 wealth and 15 non-wealth factors and IUC. The final analysis examines the correlation between measures of wealth and IUC adjusted to exclude equalization funding and tuition and fees. The report concludes with a discussion of the implications of the study for state funding. (JP)

ED 198 849 JC 810 110

Lach, Ivan J. Wallhaus, Penny

A Report on the Identification of Planning Issues for the Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date—Jul 80

Note—56p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrators, College Faculty, College Role, \*Community Colleges, Educational Finance, Financial Support, Futures (of Society), Literature Reviews, Questionnaires, State Surveys, \*Statewide Planning, Two Year Colleges, Two Year College Students

Identifiers—\*Illinois

This two-part report represents the results of an effort by the Illinois Community College Board (ICCB) to identify the major planning issues that are likely to face the community colleges in the 1980's. Part I describes two needs assessment surveys. The first survey asked administrators, faculty, students, trustees, ICCB members and staff, and State Advisory Council on Adult, Vocational, and Technical Education (SACVE) members to state briefly and simply what they felt were the most crucial problems community colleges face in the 1980's. The second survey was designed to prioritize the issues identified most often by the first survey's 78 respondents. Second-survey questionnaires were sent to 300 presidents, students, faculty, trustees, SACVE members, and ICCB members and staff asking them to rate 35 financial, student, faculty and staff, program, energy, and public relations issues as "urgent," "essential," or "desirable," and to indicate which agency should have primary responsibility for addressing the issue. Part II of the report reviews the literature related to community college planning, focusing on the declining number of traditional college-age students, stabilizing or declining financial resources, the changing community college mission, the need for planning, and the planning process. (AYC)

ED 198 850 JC 810 111

Maryland State Board for Community Colleges.

Annual Report, Fiscal Year 1980.

Maryland State Board for Community Colleges, Annapolis.

Pub Date—[80]

Note—17p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Annual Reports, College Programs, \*Community Colleges, Construction Programs, Costs, Educational Finance, Enrollment Trends, Expenditures, Grants, State Aid, State Legislation, \*State Surveys, Statewide Planning, Two Year Colleges, Two Year College Students

Identifiers—\*Maryland

In accordance with legislative mandate, this annual report summarizes the activities of the Maryland State Board for Community Colleges and those of the state's 17 community colleges. After listing the members of the Board and the institutions, the report discusses the 2.6% rise in enrollments, changing student characteristics, and the findings of a 1980 follow-up study of 26,829 persons who entered a Maryland community college for the first time in Fall 1976. The next section of the report deals with instructional programs, focusing on program evaluation, program creation and discontinuance, and continuing education and community and public service activities. A section on community college finance follows, reporting on operating expenditures, cost per full-time equivalent student, and major sources of revenue for each college. Additionally, total expenditures and the percentage of expenditures by function are examined. A summary of allocations provided for capital construction pro-



jects at 11 community colleges is followed by a description of the "State Plan for Community Colleges in Maryland" and its seven major goals. The next section briefly summarizes the legislation enacted during the year that will have an impact on the colleges. The final section indicates how five grants awarded by the State Department of Education's Vocational-Technical Education Division will be used. (JP)

**ED 198 851** JC 810 112

*Harrower, Gordon, Jr. And Others*

**Retention: An Inductive Study of Representative Student Groups at Middlesex County College.**  
Middlesex County Coll., Edison, N.J.  
Pub Date—Sep 80

Note—145p.; Prepared for the Student Retention Committee.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Academic Persistence, Administrators, Black Students, College Faculty, Community Colleges, Females, Graduates, Group Discussion, Hispanic Americans, Nontraditional Students, \*School Holding Power, \*Student Attitudes, \*Student College Relationship, Student Problems, \*Teacher Attitudes, Two Year Colleges, \*Two Year College Students, Veterans

This five-part report describes a study conducted by Middlesex County College (MCC) to examine the problems and experiences of various segments of its student body and to determine, on the basis of this examination, factors that aggravate student/college interaction and increase student attrition. Part I details study procedures, which involved a series of focused group discussions with randomly selected members of eight segments of the MCC community: Black, Hispanic, and veteran students; women students 25 years of age or older; traditional (those who enrolled directly out of high school) and non-traditional (those who did not enroll directly out of high school) students; former students; and faculty and administrators. Part II summarizes, for each group, comments made by participants relating to 15 factors that affect student life: teachers, campus social life, financial problems, family life, faculty advisors, studying, student facilities, MCC's image, student motivation and maturity, MCC's concern for the student's problems and needs, reasons for attending MCC, reasons for leaving, student self-image, and curricular flexibility. Finally, Part III offers vignette profiles of each group. Part IV outlines the areas where the groups agreed or disagreed with respect to each of the 15 factors; and Part V concludes with a series of generalizations concerning factors that positively or negatively affect the student/college relationship. (JP)

**ED 198 852** JC 810 115

*Gold, Ben K.*

**An Eight Year Look at WSCH, FTE Faculty, and Faculty Load in LACC Day Classes, Fall Semesters, 1973-1980, by Department and Subject Area.** Research Study Number 81-1.

Los Angeles City Coll., Calif.

Pub Date—Feb 81

Note—38p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, \*Enrollment Trends, Full Time Equivalency, Graphs, Longitudinal Studies, Tables (Data), \*Teaching Load, Trend Analysis, Two Year Colleges, \*Two Year College Students

Identifiers—\*Weekly Student Contact Hours

A series of graphs and tables are presented which summarize Los Angeles City College enrollment data collected each Fall from 1973 through 1980. For day classes only, information is presented concerning weekly student contact hours (WSCH), number of full-time equivalent (FTE) faculty, and resultant faculty workload (WSCH divided by FTE faculty). The first three tables delineate, on a year-to-year basis, the WSCH, number of FTE faculty, and faculty load for each of 32 departments. Three additional tables are then presented which provide the same information in an indexed format, using 1973 (or the first year for which information was available) as the base year. Linear graphs illustrating trends for the departments over the eight-year period are then presented. The final table summarizes annual WSCH, number of FTE faculty, and faculty load for individual subject areas within the departments. The report concludes with three

general observations on the data: (1) overall WSCH increased 20% from 1973 to 1975, but since 1975 has been below the 1973 level; (2) similarly faculty FTE rose from 1973 to 1975, and has decreased steadily since; and (3) faculty load rose 10% from 1973 to 1974, stayed even in 1975, dropped 15% in 1976, and has varied less than 5% since 1976. (JP)

**ED 198 853** JC 810 118

*Lapin, Joel D.*

**Building and Strengthening Linkages between CETA and Community Colleges.**

Pub Date—3 Dec 80

Note—13p.; Paper presented at the Annual National Council for Resource Development Federal Affairs Workshop (14th, Washington, DC, December 3-5, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrative Problems, \*Community Colleges, Cooperative Programs, Demonstration Programs, \*Educational Cooperation, \*Employment Programs, Federal Programs, Job Training, National Surveys, Organizational Communication, \*Program Administration, Program Descriptions, \*Program Effectiveness, Two Year Colleges

Identifiers—\*Comprehensive Employment and Training Act

A study was conducted by Catonsville Community College (Maryland) to identify those factors that foster successful linkages between Comprehensive Employment and Training Act (CETA) sponsors and community colleges. The study involved: (1) identifying exemplary CETA/college linkages through consultation with experts in academe and government; (2) interviewing CETA and college personnel involved in these identified linkages to disqualify those that were, in fact, marked by conflict; and (3) administering a questionnaire to the remaining CETA and college personnel to determine the perceived strengths of the linkages and to identify those linkages that could serve as model CETA/college relationships. Major findings, based on responses from 33 CETA sponsors and 40 colleges, reveal six characteristics of successful linkages: communications and trust are maintained; top college administrators are committed to the program; CETA training benefits general education; the benefits of the CETA linkage are promoted at the college; a liaison person and office are established; and open entry/exit, short-term, performance-based occupational training programs are provided. The study report examines three major barriers to successful cooperation (i.e., conflict associated with educational philosophy and mission; problems of mistrust and negative perceptions; and problems of contrasting operating styles), describes four model CETA/college linkages, and outlines summary recommendations. (JP)

**ED 198 854** JC 810 119

*Arth, Maurice P.*

**Comparative Computer Expenditures for Community and Junior Colleges: A Prototype Study of 308 Institutions.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—CAUSE, Boulder, Colo.

Pub Date—Jun 80

Note—65p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Capital Outlay (for Fixed Assets), \*Comparative Analysis, \*Computer Oriented Programs, Computer Programs, Computers, \*Enrollment, \*Expenditures, Institutional Characteristics, National Surveys, Operating Expenses, Questionnaires, Tables (Data), \*Two Year Colleges

This three-part report provides the findings of a survey of 999 two-year colleges to determine their computer-related expenditures and seeks to facilitate inter-institutional comparisons of these data. The introduction outlines the purpose of the study, key findings, methodology, and limitations. The second section instructs personnel at individual colleges in making use of the report, by providing guidelines for obtaining institutional base data, calculating institutional results, and making comparisons between individual campus and study results. The final section first describes the study's design,

which calls for the calculation of four sets of computer expenditures: the ongoing costs of a college's computer functions; the sum of these costs and of computer lease expenditures; this sum plus computer development and computer capital purchase expenditures; and the total of these expenditures plus major "one-shot" development and purchase costs amortized over a seven-year period. Findings are then presented with respect to: (1) computer expenditures as a percent of total operating expenditures; (2) computer-related expenditures per credit headcount student; (3) college operating expenditures per credit headcount student; and (4) computer expenditures as a percent of college total operating expenditures and allocation between academic and administrative support for all 308 responding institutions and for these colleges divided into four enrollment size categories. Appendices provide additional comparative data. (AYC)

**ED 198 855** JC 810 122

*Upchurch, Jim Fischer, Larry*

**The Common Market Concept: Using Community Based Resources in New Ways to Deliver Innovative Agriculture Programs.**

John Wood Community Coll., Quincy, Ill.

Pub Date—[80]

Note—12p.; Report developed for the Annual Convention of the American Vocational Association (New Orleans, LA, December 5-9, 1980).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Agricultural Education, College Buildings, College School Cooperation, \*Community Colleges, \*Community Resources, \*Cooperative Programs, \*Intercollegiate Cooperation, Job Placement, Laboratory Equipment, \*Non-campus Colleges, School Business Relationship, \*Shared Facilities, Shared Services, Two Year Colleges

The cooperative agricultural programs described in this report were undertaken by John Wood Community College (JWCC) as part of a "common market" instructional delivery system, which utilizes existing community resources through contractual agreements with area schools, businesses, and government agencies. The report first provides a rationale for the "common market approach," emphasizing the need to expand educational opportunities while at the same time minimizing costs and program duplication. The remainder of the report describes seven cooperative arrangements: (1) contracting with area private colleges to provide the prerequisite and elective courses required in JWCC's agricultural associate degree programs; (2) employing personnel from local and federal agricultural agencies to teach a soil conservation course; (3) constructing an agricultural survey course around workshops conducted by university extension offices and agribusinesses; (4) contracting with area schools with laboratory facilities to provide courses requiring special equipment; (5) constructing an agricultural lab building to be shared with the University of Illinois; (6) leasing a swine confinement building at low cost from a manufacturer who maintains the structure as a product showcase; and (7) participating in a joint venture with other community colleges and the Illinois Farm Bureau to place graduates in available jobs. (JP)

**ED 198 856** JC 810 123

*Eliason, Carol*

**Sex Equity in the Eighties: A Study of Post-Secondary Vocational Institutional Practices.**

American Association of Community and Junior Colleges, Washington, D.C. Center for Women's Opportunities.

Pub Date—Jan 81

Note—38p.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Policy, Adult Students, Career Choice, \*Career Counseling, College Admission, College Entrance Examinations, Employment Patterns, Females, Financial Support, \*Nontraditional Occupations, Postsecondary Education, Sex Bias, \*Sex Fairness, Socioeconomic Influences, Student Financial Aid, \*Vocational Education, \*Womens Education

This literature review examines financial, administrative, and attitudinal problems that impede the expansion of sex equity opportunities in post-secondary vocational programs. After discussing the decreased willingness of the government to fund

sex equity programs, the paper notes the forces that have increased the participation of women in post-secondary education and the workforce and argues that women's vocational education programs merit continued funding as significant generators of campus revenue. Institutional barriers to sex equity are then discussed, including: the difficulties women experience in obtaining financial aid; sexist verbiage in college publications; proportionately small numbers of women on advisory committees; admissions requirements that are difficult for adults to fulfill; the inadequacy of testing instruments to assess the academic ability of adults; and the lack of counseling and support services to meet the special needs of re-entry women. The characteristics of women students as well as their special needs are identified. Next, the paper looks at important concerns for counselors and areas contributing to sex discrimination in career counseling. Several factors that prevent women from training in non-traditional fields are identified, including sexual harassment, family conflicts, job competition, and parental attitudes. The paper concludes with ten suggestions for an institutional program to deal with barriers to sex equity and a 161-item bibliography. (JP)

**ED 198 857** JC 810 126

Spalding, Norma V.

Learning about Learning Disabled College Students.

Pub Date—June 80

Note—17p.; Paper presented at the Annual Institute for Directors of College Learning Centers (4th, Berkeley, CA, June 22-27, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*College Students, Diagnostic Tests, Educational Diagnosis, \*Individualized Education Programs, Instructional Materials, \*Learning Disabilities, Learning Problems, Learning Processes, Postsecondary Education

Identifiers—San Jose State University CA

Information in this paper is presented to help college instructors identify and assist learning disabled (LD) students. The paper first explains what learning disabilities are, emphasizing that while LD students exhibit a discrepancy between apparent learning ability and actual academic achievement, they are not mentally retarded or emotionally disturbed. The proportion of LD to normal students is then discussed, based on enrollment figures at San Jose State University (SJSU), and the possible causes of learning disabilities are enumerated, including premature birth, childhood injuries, injuries to the head, child abuse, and genetic factors. The paper then presents a behavioral model of the learning process, based upon a hierarchy of brain processes which transfer the student's sensory perceptions into measurable output, such as reading, writing, and spelling. Tests which can be used to identify dysfunctioning brain processes are then enumerated, followed by a list of suggested reading materials designed to assist LD students in the areas of motivation, concentration, study skills, relaxation, reading, listening, mathematics, science, history, engineering, computer science, and business. Finally, the paper describes SJSU's individualized program for LD students, which focuses on the student's strengths, breaks down material to be learned into small steps or categories, and provides a structure for learning. (JP)

**ED 198 858** JC 810 127

Chang, Ping-Tung

Special Studies—A Statewide Remedial Mathematics Program of the University System of Georgia.

Pub Date—80

Note—26p.

Pub Type—Tests/Questionnaires (160)—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—College Students, Higher Education, Nontraditional Students, Program Descriptions, Questionnaires, Remedial Instruction, \*Remedial Mathematics, Remedial Teachers, State Surveys, \*Student Characteristics, Student Placement, Teacher Attitudes, \*Teaching Methods

Identifiers—\*Georgia

Drawing upon selected findings from student and faculty surveys, this report describes the remedial mathematics component of the University of Georgia's Special Studies Program. After examining the need for basic skills programs in an era of declining test scores and open admissions policies, the report describes the Special Studies Program's placement

procedures, which require students with standardized test scores below a specified level to take basic skills courses and to meet established exit criteria before undertaking regular courses in areas for which remediation is needed. Brief profiles are then presented of three types of remedial students that were identified in a student survey at Augusta College: adults returning to school after many years; recent high school graduates with a long history of failure in mathematics; and senior citizens returning to school for enjoyment. Finally, the report presents selected findings of a survey of remedial mathematics faculty in the university system, identifying instructional methods used, course content, problems encountered in using individualized self-paced instruction, and perceived obstacles to learning mathematics. The survey questionnaires are appended. The 30-item student questionnaire focuses on personal and academic characteristics, educational goals, and satisfaction with the program. The 70-item faculty questionnaire asks about current and ideal conditions with respect to numerous aspects of special studies programs. (JP)

**ED 198 859** JC 810 128

College of Alameda and CCJCA Commission on Instruction Drive-In Workshop: Sharing Successful Instructional Practices (Alameda, California, October 17, 1980).

Alameda Coll., Calif.; California Community and Junior Coll. Association, Sacramento.

Pub Date—17 Oct 80

Note—36p.

Pub Type—Collected Works—Serials (022)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*College Faculty, \*Community Colleges, Student Teacher Relationship, Teacher Responsibility, \*Teacher Workshops, \*Teaching Methods, \*Teaching Styles, Two Year Colleges

Summaries are presented of workshop presentations which examined instructional practices that have been used successfully by community college faculty. The report first outlines the workshop agenda and then presents a position paper by Barbara E. M. Cannon, who notes that improved instructional delivery systems are a prerequisite for the success of the community college in times of fiscal constraint. The following presentations, delivered by a panel of five College of Alameda faculty members, are then summarized: (1) Alex Pappas' 13 suggestions for improving instructor/student rapport and the chances of student success; (2) Ida Pound's discussion of techniques that can be used by the instructor to make a positive first impression on students; (3) Pat Kerr's discussion of ten approaches to engineering a positive learning environment; (4) William Bell's explication of his personal teaching style, which centers around a love of the subject matter and a commitment to being honest with students; and (5) Vicki Lockhart's argument that students must be provided with a realistic assessment of their skill deficiencies. The report concludes with an evaluation of the workshop and an outline of the salient points made during three additional panel discussions concerning nontraditional students, basic skills improvement, and the interaction of personality types in the classroom. (JP)

**ED 198 860** JC 810 130

Matuskey, Patricia Varan Tango, Robert

"Care-Full Teaching".

Pub Date—14 Nov 80

Note—10p.; Paper presented at the Annual Convention of the Florida Association of Community Colleges (Orlando, FL, November 12-15, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Behavioral Objectives, \*Educational Diagnosis, Evaluation Methods, Postsecondary Education, \*Precision Teaching, Remedial Instruction, \*Student Evaluation

The "Care-Full" teaching process described in this report is an assessment-oriented procedure which monitors the student's specific rate of growth toward defined learning objectives. First, the report briefly delineates eight steps in the process, indicating that teachers and counselors: (1) become aware of the need for assessment; (2) transform this perceived need into statements which specify what the assessment process is to accomplish; (3) specify decisions to be made with assessment information, e.g., whether a student is to be placed in a remedial or regular class; (4) specify judgements to be made, e.g., an estimate of a student's future academic or emotional behavior; (5) collect information; (6) in-

terpret the data; (7) communicate the results to instructors in a manner which specifies student deficiencies and remediation methods; and (8) evaluate the effects of remediation. As a means of illustrating this assessment approach to instruction, the report concludes with a description of Precision Teaching, which involves counting the movements per minute of an activity that must have a beginning and end, and must be observable, measurable, and repeatable. This description includes criteria for determining appropriate activities for precision measurement; methods of recording student progress; and an outline of benefits gained by students and teachers through the Precision Teaching technique. (JP)

**ED 198 861** JC 810 132

Arter, Margaret H.

Use of the Community College Goals Inventory (CCGI) as an Impetus for Change in a Rural Community College.

Pub Date—26 Feb 81

Note—23p.; Paper presented at the Annual Conference of the California Association of Institutional Research (11th, San Francisco, CA, February 25-26, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Administrator Attitudes, Ancillary School Services, College Environment, \*College Planning, College Programs, College Role, Community Attitudes, Community Colleges, \*Educational Objectives, \*Organizational Change, \*Organizational Objectives, Student Attitudes, Surveys, Teacher Attitudes, Two Year Colleges

Identifiers—"Institutional Goals Inventory"

In an effort to establish priorities for long- and short-range planning, Palo Verde College (PVC) administered the Educational Testing Service's Community College Goals Inventory to all PVC faculty and administrators, 20 community residents, five trustees, and approximately 200 students. The inventory asked respondents to rate the importance of 105 goals both in terms of existing and ideal conditions. Three kinds of goals were considered: (1) outcome goals, relating to issues such as general education, intellectual orientation, lifelong learning, personal development, remedial preparation, and community services; (2) process goals, relating to issues such as student services, staff development, innovation, accessibility, and accountability; and (3) goals relating to college-specific problems, such as parking and child care services. Findings, based on responses from 12 instructors, 78 students, seven administrators, three trustees, and ten area residents, were analyzed to determine those areas with the highest discrepancy between existing and ideal conditions. The study report details the survey results and enumerates the activities undertaken by PVC with respect to the 19 areas that received high discrepancy ratings, including vocational preparation, counseling, humanism/altruism, effective management, on-campus access to upper-division study, secure parking, and basic skills instruction. (JP)

**ED 198 862** JC 810 136

Lieberman, Janet E.

Educational Alternatives for a Changing Society: Teaching and Reaching the Community.

Pub Date—30 Jan 81

Note—13p.; Paper presented at the "Educational Alternatives for a Changing Society" conference (Miami, FL, January 27-30, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Community Education, \*Community Involvement, \*Exhibits, \*Local History, Outreach Programs, Primary Sources, Program Descriptions, Program Implementation, \*Resource Materials, Seminars, Two Year Colleges, Urban Programs

The community history program described in this report uses traveling photographic exhibits and accompanying booklets on themes of social and urban history, work, housing, entertainment, family, and transportation, to involve the people of Queens, New York, in an examination of their community's past. The program's philosophy is discussed first, involving a commitment to: (1) community outreach through the placement of exhibits in bank lobbies, factories, churches, and other public places; (2) citizen involvement through contributions of family documents and photographs; (3) the discov-

ery of previously unknown historical facts; and (4) the provision of special learning packages for non-English speakers and the visually and hearing impaired. After describing an example of an exhibit and learning package which traced the working lives of three individuals between the years 1880 and 1945, the paper outlines the creation of an exhibit, focusing on locating and collecting historical memorabilia; selecting material for exhibits; gathering appropriate literary quotations that can place the photographs and documents in a broader humanities context; writing a brochure; preparing materials for presentation; and installing the exhibit itself. Next, the paper describes the community seminars which are held two weeks after the exhibit has been installed to provide a broader historical context. Finally, the paper discusses staffing requirements. (JP)

**ED 198 863** JC 810 137  
Wolff, George

**Cognitive Process Instruction and the Comprehension of Poetry or Does the Teaching of Poetry Have a Place in Developmental Education?**

Pub Date—Nov 80

Note—13p.; Paper presented at the Ohio Developmental Education Conference (Cincinnati, OH, November 5-7, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Processes, \*Poetry, Reading Comprehension, Reading Instruction, \*Reading Processes, Reading Skills, \*Teaching Methods, Two Year Colleges  
Identifiers—Binet (Alfred)

Based upon a theory of intelligence proposed by Alfred Binet, this paper describes a cognitive process approach to poetry instruction. After discussing the suitability of the study of poetry as a means of enhancing students' reading comprehension, the paper summarizes Binet's theory, which distinguishes four successive intellectual operations: (1) "comprehension," i.e., the identification and comprehension of individual facets of that which is being observed; (2) "invention," i.e., the synthesis of the individual components; (3) "direction," i.e., the perception of the main theme or intellectual direction of that which is being observed; and (4) "censorship," i.e., the ability to concentrate on the intellectual direction at hand and to discern changes in direction. The paper then describes how these four operations can provide definitions of the cognitive skills needed to understand poetry. First, students must be able to identify and understand words within a poem that have an abstract or unconventional meaning. Then, they must be able to discern parallels between words used within the poem in order to begin the process of synthesis. Finally, they must be able to recognize the themes and intellectual directions of a poem, and recognize "structural joints" within the poem that signify changes in that theme or direction. Throughout the paper, illustrative passages from poems are provided. (JP)

**ED 198 864** JC 810 139  
Maradian, Steve

**Attrition Characteristics: Division of Continuing Education Students, North Shore Community College.**

North Shore Community Coll., Beverly, Mass.  
Pub Date—[79]

Note—21p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Continuing Education, Dropout Research, \*Dropouts, \*Evening Students, Literature Reviews, School Holding Power, Surveys, Two Year Colleges, \*Two Year College Students, \*Withdrawal (Education)

A survey was conducted by North Shore Community College during 1979 to determine the reasons why students in the Division of Continuing Education drop out of college. During the survey, a randomly selected sample of the 1,706 continuing education students who had been enrolled during Fall 1978 but who did not reenroll in Spring 1979 were asked to check off their principal reason for withdrawal from among eight possible categories listed on a postcard questionnaire. Findings, based on 294 responses, indicated that 33% of the students had completed their program of study; 7% withdrew because of an inconvenient schedule; 6% were unable to finance further education; 1% felt that the

instruction was inadequate; 1% found the work more difficult than anticipated; 1% were disappointed in the program of study; and none of the respondents indicated that their main reason for withdrawal was a lack of student support services. Half of the respondents checked off the "other" category, specifying reasons centered around job or family responsibilities; 34 of these respondents indicated that they intended to return to college. The study report reviews the literature dealing with attrition among continuing education students and compares survey findings with reasons for student withdrawal cited in the literature. A bibliography is included. (JP)

**ED 198 865** JC 810 141  
Fiscal Year 1980 State Funding Claims Processed and Paid by the Illinois Community College Board.

Illinois Community Coll. Board, Springfield.  
Report No.—ICCB-008

Pub Date—12 Sep 80

Note—16p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Education, Allied Health Occupations Education, Business Education, College Credits, \*Community Colleges, \*Educational Finance, Educationally Disadvantaged, \*Enrollment, Equalization Aid, Expenditure Per Student, General Education, \*Grants, \*State Aid, Technical Education, Two Year Colleges

This graphical and textual summary of the state funding claims paid by the Illinois Community College Board during fiscal year (FY) 1980 provides information about three grant categories: credit hour grants; equalization grants; and disadvantaged student grants. The report first details total payments, which amounted to \$103,252,400 for credit hour grants, \$17,200,000 for equalization grants, and \$4,700,000 for disadvantaged student grants. None of these funds were lapsed. The number of full-time equivalent (FTE) students served under each of the three categories is then detailed, as are the grant payments made to each of the state's 38 community college districts. An analysis is then presented of the credit hour and FTE student counts upon which state credit hour grants were determined. This analysis includes: (1) a list of rates per credit hour utilized for payment of grants; (2) a delineation of credit hours generated in five instructional areas at each of the college districts; (3) an assessment of the average grant per credit hour at each district; and (4) a breakdown of credit hours and grants paid at each district during each of the four academic terms. The report concludes with a summary of the equalization grants paid to 17 of the districts and a delineation of the FY 1980 disadvantaged student grant payments per district, which were based on the number of remedial credit hours generated during FY 1979.

**ED 198 866** JC 810 146  
Capriola, Virginia L. Lach, Ivan J.

**FY 1982 Operating Budget Request for the Illinois Public Community College System.**

Illinois Community Coll. Board, Springfield.

Report No.—ICCB-012

Pub Date—Dec 80

Note—37p.; Tables with small print may not reproduce well.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Budgeting, \*Budgets, \*Community Colleges, Costs, Educationally Disadvantaged, Energy, Enrollment, Equalization Aid, Federal Aid, Fees, \*Operating Expenses, Program Development, \*Resource Allocation, \*State Aid, \*Statewide Planning, Tables (Data), Tax Allocation, Teacher Salaries, Two Year Colleges  
Identifiers—Formula Budgeting, \*Illinois

This four-part report presents a graphic and textual summary of the operating budget requested by the Illinois Community College Board (ICCB) for fiscal year (FY) 1982. Part I details: (1) allocations to the individual colleges, the State Community College of East St. Louis (SCCESL), the ICCB Office, the State University Retirement System, and the Illinois Building Authority; (2) changes in apportionment rates per credit hour in seven curricular areas between FY 1981 and FY 1982; and (3) major features of the budget relating to resource requirements, enrollment, unit costs, inflation, credit hour grants, local tuition and tax contribu-

tions, equalization funding, disadvantaged student grants, energy conservation, program development grants, and contributions from federal, state, and local revenues. Part II reviews enrollment trends and patterns of state aid that have emerged since the establishment of the ICCB in 1965. Part III discusses current financial problems posed by inflation, increased enrollments, the need for equalization funding, energy costs, and new program development. Finally, Part IV explains the calculations involved in determining credit hour grant fundings, resource requirements, local tax contributions, tuition and fee contributions, equalization funding, and disadvantaged student and apportionment grants. The report concludes with an explanation of SCCESL's General Revenue Fund Budget and a justification and explanation of the FY 1982 ICCB office's budget request. (JP)

**ED 198 867** JC 810 148  
Showcase 80: Projects of Excellence in New York State Postsecondary Occupational Education.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—Sep 80

Grant—VEA-80-3A-966

Note—63p.

Available from—Two Year College Development Center, SUNY at Albany, Milne 229, 135 Western Avenue, Albany, NY 12222 (\$5.95).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Counseling, Allied Health Occupations, Basic Skills, College Programs, Computer Assisted Instruction, Continuing Education, Cooperative Education, Curriculum Guides, \*Demonstration Programs, Females, Graduate Surveys, Guidance Centers, Internship Programs, Job Skills, Labor Market, Program Descriptions, \*Two Year Colleges, \*Vocational Education

Fifteen two-year college, vocational education projects are described, which, in the opinion of New York's Showcase of Excellence Program judges, are worthy of adaptation or replication by other institutions. For each of the projects which were selected from 83 nominations, objectives, activities, project impact, and personnel and material requirements are examined. The projects are: Dutchess Community College's (CC's) Adult Career and Education Counseling Center; Herkimer CC's Adult Vocational Guidance Center; Monroe CC's career counseling and work experience program for handicapped students; Cayuga CC's graduate follow-up report; Rockland CC's community-based, experiential program in electrical technology; Canton Agricultural and Technical College's (A&TCC's) slide/tape presentation on the competencies needed by child care workers; Alfred A&TCC's continuing education program for rural health practitioners; Monroe CC's Employee Training and Development Program; a family education program offered at the State University of New York's Educational Opportunity Center; Alfred A&TCC's Human Services Practicum Guide; Suffolk County CC's computer-assisted instruction in interactive statistics for vocational students; LaGuardia CC's Integrated Skills Reinforcement Project; New York City Technical College's Professional Learning Skills Program; Canton A&TCC's survey of employment opportunities by region; and Hudson Valley CC's Women in Engineering and Industrial Technologies Project. (JP)

**ED 198 868** JC 810 149  
Sourcebook: Individualized Inservice Education for Adjunct Occupational Faculty. Pilot Edition.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—Sep 80

Grant—VEA-80-3E-962-GPS

Note—104p.

Available from—Two Year College Development Center, SUNY at Albany, Milne 229, 135 Western Avenue, Albany, NY 12222 (\$7.95).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Students, Behavioral Objectives, College Role, Discussion (Teaching Technique), Educational Needs, Faculty



Development, \*Faculty Handbooks, Grading, \*Inservice Teacher Education, Lecture Method, \*Part Time Faculty, Questioning Techniques, Questionnaires, \*School Surveys, Student Motivation, Teacher Effectiveness, \*Teacher Orientation, Testing, \*Two Year Colleges, Vocational Education Teachers

Materials in this sourcebook are designed for use by college administrators charged with developing in-service programs that provide instructional support, procedural information, and recognition for part-time vocational instructors. The introduction to the sourcebook examines the problems encountered by part-time faculty and then discusses alternatives for corrective action that can be taken by colleges, including: handbooks, newsletters, orientation sessions, and ongoing support services. Part I then presents a prototype handbook for adjunct faculty. This handbook includes a welcome letter, a college calendar, a brief description of the hypothetical college, an outline of policies and procedures, guidelines for admissions and grading, a course outline, suggestions for conducting the first class, and an instructor-preparation checklist. Part II outlines suggestions for determining the needs and concerns of part-time faculty and presents three questionnaires which can be modified for use in surveying the in-service training needs of part-time teachers. Finally, Part III provides ten discussion papers which can be used as the basis for in-service activities designed to familiarize part-time faculty with: the community college mission, student motivation, the needs of adult students, effective instruction, teacher roles, the use of instructional objectives, various teaching methods, and evaluation and grading. (JP)

ED 198 869 JC 810 150

Coburn, Judith Colfer, Mary Ellen

Needs Assessment for Child Care Services among Women in New York State Occupational Education Programs.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date—Nov 80

Grant—VEA-80-3F-961-GS

Note—118p; Tables may be marginally legible.

Available from—Two Year College Development Center, SUNY at Albany, Milne 229, 135 Western Avenue, Albany, NY 12222 (\$5.95).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Adult Vocational Education, Attitudes, Child Care Givers, \*Day Care, \*Day Care Centers, \*Females, \*Needs Assessment, Postsecondary Education, Student Characteristics, Two Year Colleges, Womens Education

This five-part report describes a study of the extent to which the need for child care services prevents women from taking advantage of New York's vocational programs. After Part I provides a project overview, Part II presents the findings of Phase I of the study, during which contact persons at 38 community colleges, 55 Boards of Cooperative Educational Services (BOCES), and five municipal school districts were surveyed to identify child care resources. This section describes community college child care centers with respect to purpose, population served, service capacity and eligibility, scheduling, licensing, facilities, center establishment, funding, staffing, and incentives and barriers to program continuation. Similar information is then presented for BOCES Child Care Training Labs. Finally, this section assesses institutional awareness of child care needs and interest in meeting them. Parts III and IV of the report describe the methodology and findings of the second phase of the study, during which current and prospective female vocational students with children under 12 were surveyed. In Part IV, after a demographic profile of the respondents is presented, major study variables (i.e., barriers to program access; use of, satisfaction with, and awareness of child care services) are correlated with demographic characteristics. Part V presents conclusions. (AYC)

ED 198 870

Fadale, LaVerna M. And Others

Sex Equity in Postsecondary Occupational Programs: An Investigatory Study. Research Report.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Spons Agency—New York State Educational Dept., Albany Office of Occupational and Continuing Education, Special Programs.; New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—Sep 80

Grant—VEA-80-3F-960-GPS

Note—126p.

Available from—Two Year College Development Center, SUNY at Albany, Milne 229, 135 Western Avenue, Albany, NY 12222 (\$5.95).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Programs, Compliance (Legal), Credit Courses, Enrollment, Enrollment Influences, Females, Males, Noncredit Courses, \*Nontraditional Occupations, Questionnaires, \*Sex Fairness, State Surveys, Student Attitudes, Student Characteristics, Teacher Attitudes, \*Two Year Colleges, \*Vocational Education, Womens Studies

Identifiers—\*New York

A multifaceted study was conducted to identify procedures and practices implemented by New York State's two-year colleges to advance sex equity for women in vocational programs and to determine how students, faculty, and staff perceive sex equity issues. Study procedures involved: (1) a preliminary survey of 62 colleges to identify institutional efforts aimed at achieving sex equity and to distinguish those vocational programs that are achieving a non-traditional enrollment mix between males and females; (2) an examination of statewide enrollment by sex in various vocational programs during 1978-1979; (3) a survey of 57 colleges to assess college commitment to institutional factors that further sex equity; (4) a survey of 361 students at five representative institutions to determine the impact of sex equity efforts with respect to student attitudes and career decisions; (5) a survey of 72 administrators, faculty, and staff at these five institutions to assess their perceptions of sex equity issues; and (6) in-depth interviews with 42 students and 45 administrators, instructors, and staff members. The study report details methodology, examines findings for each part of the study, provides a composite profile of the state-of-the-art of sex equity at the colleges, and outlines recommendations. The questionnaires are appended. (JP)

ED 198 871

Grady, Daniel B.

How Elected Officials Can Control Computer Costs.

Pub Date—10 Dec 80

Note—9p; Paper presented at the CAUSE Conference "Productivity-A Key to Survival in the 1980's" (Phoenix, AZ, December 8-10, 1980).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, \*Computer Oriented Programs, Computer Programs, Computers, \*Cost Effectiveness, \*Costs, \*Delivery Systems, Evaluation Criteria, Postsecondary Education, Public Officials

Elected officials have a special obligation to monitor and make informed decisions about computer expenditures. In doing so, officials should insist that a needs assessment be carried out; review all cost and configuration data; draw up a master plan specifying user needs as well as hardware, software, and personnel requirements; and subject various methods of providing computer services to cost-benefit analyses. Five alternatives for meeting computing requirements are: (1) contracting with a computer services bureau which, while costly and less flexible for users, can free the agency from hardware and software maintenance; (2) joining with other users in operating a shared computer center, which can reduce hardware development costs; (3) maintaining a full in-house hardware and software operation, which often best suits large institutions; (4) purchasing software while maintaining an internal hardware operation; and (5) entering a full or partial facilities management agreement with a vendor which manages all, or a portion of, an institution's computer

JC 810 151

operations. This last alternative has been implemented successfully by the San Diego Community College District. Two final suggestions for the concerned official are to attempt to assess computing costs in terms of output, rather than in terms of dollar amounts; and to assure that cost savings are actually realized through the mechanization of jobs formerly performed by employees. (JP)

ED 198 872

Fitzgerald, Richard F.

An Evaluation of a Faculty Planned Instructional Development Program at Florida Keys Community College.

Pub Date—80

Note—139p.; Ed. D. Dissertation, Nova University.

Pub Type—Reports - Evaluative (142) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Faculty, Community Colleges, Evaluation Methods, \*Faculty Development, \*Inservice Teacher Education, \*Instructional Improvement, Literature Reviews, Needs Assessment, Pretests Posttests, \*Program Evaluation, School Holding Power, School Surveys, Teacher Evaluation, \*Teacher Workshops, Two Year Colleges

Identifiers—Florida Keys Community College FL

This five-part report describes and evaluates an in-service instructional development course, which was conducted between December 1978 and February 1979 in a series of five modules for faculty at Florida Keys Community College (FKCC). Chapter I presents introductory material discussing the need for such a course, identifying the criteria upon which the course was evaluated, and defining terms. After Chapter II reviews related literature, Chapter III presents: (1) a step-by-step description of course-planning activities, in which course objectives were determined by faculty responses to the Herrscher Instructional Effectiveness Inventory and the Raines Professional Developmental Needs Survey; (2) a brief description of the course modules, which focused on cognitive mapping, utilization of pre- and post-tests, the construction of competency-based objectives, methods of practical research, and the faculty-student-counselor relationship; and (3) a description of the methods used to evaluate the course, which included pre- and post-tests measuring participant learning and satisfaction, and a comparison of student attrition rates before and after the instructors' participation in the course. Chapter IV details findings for each component of the evaluation, and Chapter V presents summary conclusions. Pre- and post-tests are appended. (JP)

ED 198 873

Spaid, Robin L. Parsons, Michael H.

Meeting the Needs of Displaced Homemakers and Other Special Groups: A Training Manual for Displaced Homemaker Projects.

Hagerstown Junior Coll., Md.

Pub Date—Oct 80

Note—47p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Career Counseling, \*Displaced Homemakers, Job Placement, \*Job Training, Program Descriptions, \*Program Implementation, Publicity, Records (Forms), Staff Utilization, Student Financial Aid, \*Student Personnel Services, Two Year Colleges, \*Womens Education

As an informational aid for institutions interested in initiating displaced homemaker projects, this manual describes the development and operations of Hagerstown Junior College's Office of Displaced Homemaker Services. The manual's introduction outlines the specific objectives of the office, which was created to provide support services and/or vocational training to persons who have lost their means of support through divorce, separation, or the death of their spouse. Drawing upon the initial experiences of program operation, the manual then describes: (1) staffing and personnel responsibilities; (2) the role and composition of advisory and steering committees; (3) procedures in the program intake system, which is designed to determine client needs, refer clients to other offices when necessary, and collect ongoing information concerning client process; (4) procedures in the college intake system, which guides the client through college admission, registration, and counseling; (5) the individuals for whom the programs are designed and promotional

activities to reach them; and (6) services provided by the office in the areas of career counseling, financial aid, group support, and job development. Finally, the report examines special problems encountered in program funding, student financial aid, and the provision of child care services. Intake forms, flow charts, publicity materials, and questionnaires are included in the report. (JP)

**ED 198 874** JC 181 359  
Gold, Ben K.

An Analysis of A. A. Degrees Awarded at Los Angeles City College, 1964-1980. Research Study Number 81-4.  
Los Angeles City Coll., Calif.  
Pub Date—Mar 81  
Note—23p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Associate Degrees, \*College Graduates, \*Community Colleges, Enrollment Trends, Females, Longitudinal Studies, \*Majors (Students), Males, Tables (Data), Trend Analysis, Two Year Colleges, Two Year College Students  
A series of data tables and graphs provides a longitudinal summary of information about the students at Los Angeles City College who earned an Associate of Arts degree (AA) from 1964 through 1980. The first table offers information about selected student characteristics, including number of graduates, percent of total enrollment who graduated, number and percent of males and females, and number and percent completing work in the Spring semester. The second table indicates students' stated majors at graduation, grouped and totaled by department. The final table reveals the numbers of students majoring in eight curricular areas, i.e., business, fine arts, sciences, communications, social sciences, vocational-health, vocational-technical, and college transfer. Graphs corresponding to these tables make the trends in the data over this 16-year period apparent. Analysis of the data reveals that: (1) the number of AA degrees awarded annually rose from approximately 900 in the mid-1960's to a peak of 1,719 in 1976, and then dropped to 1,243 in 1979 and 1,251 in 1980; (2) the number of graduates has amounted to between 5% and 10% of the total Spring enrollment; (3) approximately 33% of the graduates completed their work in the Fall semester, while the remaining students finished in the Spring; and (4) since 1972, more females than males have earned associate degrees. (JP)

**ED 198 875** JC 181 360  
Traicoff, George And Others

The MBRCC Student Records System Works!  
Pub Date—Dec 80

Note—15p.; Paper presented at the CAUSE National Conference "Productivity-A Key to Survival in the 1980's" (Phoenix, AZ, December 7-10, 1980).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Computer Oriented Programs, \*Intercollegiate Cooperation, Microcomputers, Program Descriptions, Program Development, \*Student Records, Two Year Colleges

Identifiers—Word Processing

The software cooperative described in this report was established to provide each of the member colleges of the Massachusetts Board of Regional Community Colleges (MBRCC) with a cost-effective computer-assisted records system. After a brief outline of the planning efforts undertaken by the MBRCC in developing and testing the software system, the report discusses the organizational development process involved in installing the system at each college with a minimum of operational disruption. Functional specifications of the system are then detailed, including: the provision of students' admissions, registration, financial aid, and grade records; the availability of on-line, real-time, and batch access modes; and the provision of word processing capabilities for repetitive letter writing. An outline follows of the hardware components and software packages that make up the total system. Finally, the report summarizes, from both the perspective of the colleges and the private consulting firm that worked with them, implications for institutions considering cooperative software arrangements. Among other items, this section considers the importance of administrative commitment, the

training needs of computer staff, and the planning activities involved in submitting hardware bid specifications. (JP)

**ED 198 876** JC 181 361

Kenny, Aiden J.

The Development of a Diagnostic Instrument Based on a Piagetian Model.

Pub Date—Mar 78

Note—113p.; Ed. D. Dissertation, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adult Students, \*Cognitive Tests, College Science, Community Colleges, \*Educational Diagnosis, Females, Males, Social Sciences, \*Test Validity, Two Year Colleges

Identifiers—\*Piagetian Stages, Piagetian Tasks

A study was conducted at Essex Community College (ECC) to test the validity of the Modified Kenney-Griffiths Test for Formal Operations, a paper-and-pencil instrument designed to determine the cognitive level of incoming adult students. The test sample consisted of 100 students (50 male and 50 female) who were equally divided between physical and social science majors. The instrument asked the students to indicate their age, sex, and major and to complete a series of problems designed to place them within three cognitive levels defined by Piaget: (1) the formal stage, at which an individual can use hypothetical reasoning; (2) the concrete operations stage, at which the individual can deal only with relationships between real, sensed objects; and (3) the pre-operations stage. As a test of the instrument's validity, the same students were administered Piaget's "Combination of Colorless Chemical Bodies" task. Correlations between the subjects' scores on the written test and the Piaget task were statistically determined, as were the influences of sex, age, and major on study outcomes. The study report discusses cognitive development and practical aspects of its measurement, Piagetian theory and its limitations when applied to collegiate learning, the need for diagnostic testing at ECC, and the lack of formal operations in adult learners. It also describes study procedures, methodology, and findings. Two versions of the test instrument are appended. (JP)

**ED 198 877** JC 181 362

Ramsey, William L.

New Dimensions in Continuing Education Can Provide Some Concepts for Survival in the 1980's.

Pub Date—Dec 80

Note—11p.; Paper presented at the CAUSE National Conference, "Productivity-A Key to Survival in the 1980's" (Phoenix, AZ, December 7-10, 1980).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Role, Community Education, \*Continuing Education, \*Educational Change, Education Work Relationship, \*Lifelong Learning, School Business Relationship, School Community Relationship, Teaching Methods, Two Year Colleges

Recent, innovative trends in continuing education are presented in light of the need to provide non-traditional delivery systems for today's lifelong learner. The report first notes the integral role played by continuing education programs in meeting contemporary educational needs. It then describes the application and benefits of nine educational trends: (1) close alignment of programming with current manpower needs; (2) the recognition that students must take responsibility for their own learning, and the use of learning projects that are carried out independently with the aid of programmed materials, telecourses, and other media; (3) increased liaison with community agencies that can recruit disadvantaged segments of the population; (4) the abandonment of traditional classroom techniques in favor of communication and learning modes used on the job; (5) the utilization of educational facilities as multi-purpose community centers; (6) the development of in-service programs designed to enhance communication between college and industry personnel; (7) the encouragement of open-entry/open-exit programming; (8) the provision of community seminars on high-demand topics; and (9) the increased emphasis on program management, evaluation, and accountability. The report appendices enumerate Milwaukee Area

Technical College's continuing education programs. (JP)

**ED 198 878** JC 181 364  
Leo, Robert J.

Training Community College Faculty in the Techniques and Skills Required for Solar Energy System Installation: Report.

League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Department of Education, Washington, D.C. Solar Technology Transfer Div.

Pub Date—May 80

Contract—EM-78-C-01-4223

Note—68p.

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Community Colleges, Course Content, Instructional Materials, Mobile Laboratories, \*Solar Radiation, Summative Evaluation, \*Teacher Education, \*Teacher Workshops, \*Technical Education, Two Year Colleges

Planning, operation, and evaluation outcomes are reported for a project undertaken by the League for Innovation in the Community College to train vocational faculty in the installation of solar energy systems. After introductory material examining the need for a cadre of trained installation instructors at community colleges, the report describes Phase I of the project, which consisted of three, three-day workshops and one, five-day workshop conducted in various locations for faculty from over 40 institutions. This examination of Phase I details: the planning activities of the committee charged with workshop development; criteria for participant selection; the topics covered and the materials used during the workshops; and a revised workshop agenda developed by an evaluative task force. The report then summarizes topics covered at three additional workshops conducted during Phase II, which were modified on the basis of experiences gained during Phase I. This is followed by an outline of the topics and learning objectives of a prototype five-day installation workshop, based on the recommendations of a final task force review. The report concludes with: (1) findings of a mailed survey conducted to identify the solar energy activities of project participants since attending the workshops; and (2) summary recommendations stressing the need to provide instruction relevant to installers, rather than to technicians or engineers. (JP)

**ED 198 879** JC 181 365  
Walker, Noojin

Institutional Change through Defining Program Competencies.

Pub Date—14 Nov 80

Note—24p.; Paper presented at the Florida Association of Community Colleges (Orlando, FL, November 14, 1980).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Competency Based Education, \*Curriculum Design, Decision Making, \*General Education, Job Analysis, Surveys, Two Year Colleges, \*Vocational Education  
This descriptive report looks at Pensacola Junior College's (PJC's) efforts to: (1) define the competencies students are to acquire through the college's vocational and general education programs; and (2) map out a sequence of courses for each program, based on a hierarchical ranking of these competencies. The report first discusses an employer survey conducted to identify requisite, on-the-job skills for a variety of occupations, providing examples of survey instruments itemizing competencies for paramedics, draftpersons, and auto body repair workers. The report then describes the ordering of the identified competencies, starting with the highest-level competency and working backward through sequential, prerequisite skills. The program maps which were based on these hierarchies are presented for programs in paralegal training, building maintenance, and food service management. These maps graphically portray course sequences leading to associate degrees or certificates. After a discussion of the usefulness of these maps for communicating program content, the report examines the rationale upon which PJC plans to determine competencies, prerequisites, and course sequences for general education programs. Under this rationale, courses will progressively strengthen the students' decision-making skills by providing information on scientific, political, and cultural issues. A

general chemistry course chart is provided as an illustration of how unacquired competencies delimit the student's decision-making capabilities. (JP)

**ED 198 880** JC 810 166

Overton, R. Jean. And Others

Teacher Associate Program Competency-Based Curriculum Development. A Suggested Guideline for a Two-Year Postsecondary Program.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[80]

Note—227p.; Computer print outs in Appendix C may not reproduce well.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Community Colleges, \*Competency Based Education, Course Descriptions, Course Objectives, Employment Opportunities, Equipment, Instructional Materials, \*Job Analysis, \*Occupational Information, Secondary Education, State Curriculum Guides, State Surveys, Task Analysis, \*Teacher Aides, Two Year Colleges

Identifiers—\*North Carolina

This manual represents the results of a North Carolina Department of Community Colleges project to develop a comprehensive teacher aide curriculum for two-year colleges emphasizing the development of competencies. Chapter I examines the history of teacher aide instruction in North Carolina, delineates the objectives of the advisory board charged with developing the curriculum, and defines terms. Chapter II presents a rationale for the project, reviews related research in competency-based curriculum development, and delineates project methods and procedures. Chapter III summarizes the findings of a statewide survey of teacher aide career opportunities in North Carolina. It also outlines the tasks performed by individuals in these positions, the skills required of them, and desirable training and experience. Chapter IV contains the curriculum guide, which includes: a statement of objectives; a list of required competencies and associated criterion measures; and course abstracts that identify prerequisites, summarize course content, and list suggested references. Chapters V, VI, and VII describe the role of teacher aide curriculum advisory committees; required faculty and staff qualifications; and requirements for facilities, equipment, instructional materials, library support, and liaison activities with educational associations. Finally, Chapter VIII describes North Carolina's secondary home economics programs, which include a teacher aide component. (JP)

**ED 198 881** JC 810 168

Hudson, Coy L.

Horticulture Technology: A Competency-Based Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Jun 79

Note—1,189p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF09/PC48 Plus Postage.**

Descriptors—\*Agricultural Education, \*Competency Based Education, Course Content, Course Descriptions, Course Objectives, Curriculum Development, Educational Facilities, \*Horticulture, Instructional Materials, \*Job Analysis, \*Occupational Information, State Curriculum Guides, \*Task Analysis, Teacher Selection, Two Year Colleges, Vocational Education

Identifiers—\*North Carolina

This three-chapter guide was the result of a curriculum development project undertaken by the North Carolina Department of Community Colleges to align vocational curricula with valid, on-the-job performance requirements. It outlines a suggested curriculum designed to train individuals for career opportunities in horticulture. Chapter I describes project activities, including a survey of horticulture occupational programs; a survey of nursery workers in North Carolina to identify career opportunities in the field; the development and validation of a list of tasks for each career opportunity; and an analysis of each task to determine the necessary knowledge, skills, and attitudes to complete it. Chapter II presents job descriptions and associated tasks for 16 entry- and advanced-level positions within the horticulture field. Chapter III contains the curriculum guide, providing: (1) a suggested series of courses for a seven-quarter period;

(2) brief descriptions of these courses; (3) a list of electives for Horticulture Technology students; (4) guidelines for faculty and staff selection and certification; (5) guidelines for facilities, equipment, and instructional aids; and (6) 19 course outlines which specify prerequisites, performance objectives, course content, and suggested texts. Extensive appendices outline survey results and detail the competencies and criterion measures associated with identified tasks. (JP)

**ED 198 882** JC 810 169

Hudson, Coy L.

T-126 Agricultural Science. T-017 Agricultural Science and Mechanization. A Competency-Based Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Sep 80

Note—571p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF02/PC23 Plus Postage.**

Descriptors—\*Agricultural Education, Associate Degrees, \*Competency Based Education, Course Descriptions, Curriculum Development, Educational Facilities, Employment Opportunities, Instructional Materials, \*Job Analysis, \*Occupational Information, State Curriculum Guides, State Surveys, \*Task Analysis, Teacher Selection, Two Year Colleges, Vocational Education

Identifiers—\*North Carolina

This four-chapter manual outlines suggested curricula for two agricultural programs: Agricultural Science and Mechanization, which is designed to accommodate the requirements of the Veteran's Pension and Readjustment Assistance Act of 1967; and the Agricultural Science Program, which includes a general education component required for the Associate of Applied Science Degree. The manual is the result of a curriculum development project undertaken by the North Carolina Department of Community Colleges to align vocational curricula with valid, on-the-job performance requirements. After detailing the objectives of each program, Chapter I discusses guidelines for faculty selection and certification, and then evaluates program needs in terms of facilities, equipment, instructional materials, library service, and liaison activities with professional associations concerned with production agriculture. Chapter II details activities undertaken during the curriculum development project, including a statewide survey to assess agricultural career opportunities; the identification of tasks performed in each occupation; and an analysis of each task to distinguish requisite competencies. Job descriptions and associated tasks for 24 agricultural occupations are presented in Chapter III, while Chapter IV provides a quarter-by-quarter outline of courses for each program, along with course descriptions. Appendices detail survey results and the competencies associated with identified tasks. (JP)

**ED 198 883** JC 810 170

Gourley, Frank A., Jr.

Machinist Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Jan 79

Note—415p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors—\*Competency Based Education, Course Content, Course Descriptions, Course Objectives, Curriculum Development, Employment Opportunities, Equipment, Instructional Materials, \*Job Analysis, \*Machine Tool Operators, \*Machinists, \*Occupational Information, State Curriculum Guides, State Surveys, \*Task Analysis, Trade and Industrial Education, Two Year Colleges

This manual represents the results of a North Carolina Department of Community Colleges project to update the machinist curriculum using performance competencies as a basis for determining curriculum content and objectives. Chapter I provides information on program implementation; curriculum design; faculty selection, workload, and responsibilities; facility and equipment requirements; instructional materials; library support; and liaisons with machine shop associations. Chapter II describes the activities of the curriculum development project, including appointing curriculum com-

mittees, identifying instructional resources, surveying selected industries to determine training needs, listing and validating machinist tasks by job levels, analyzing tasks, writing competencies and evaluative criteria, specifying tasks by educational level, proposing course content, developing course descriptions and a curriculum guide, and providing information on available resources. Chapter III presents job descriptions for machinists, machine set-up operators, and machine operators. Chapter IV presents the curriculum guide, which suggests a four-quarter series of machine shop, math, and general education courses; and provides descriptions and detailed outlines for each, specifying objectives, activities, and texts. Chapter V provides a list of necessary equipment, and Chapter VI identifies selected instructional resources for the machinist curriculum. The appendices provide survey results and job and task analyses. (AYC)

**ED 198 884** JC 810 171

Hudson, Coy L.

Recreational Grounds Management Technology: A Competency-Based Curriculum Manual.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Sep 80

Note—165p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Associate Degrees, \*Competency Based Education, Course Descriptions, Curriculum Development, Educational Facilities, Employment Opportunities, \*Grounds Keepers, Instructional Materials, \*Job Analysis, \*Occupational Information, State Curriculum Guides, State Surveys, \*Task Analysis, Teacher Selection, Two Year Colleges, \*Vocational Education

Identifiers—\*North Carolina

This manual is the result of a curriculum development project undertaken by the North Carolina Department of Community Colleges to align vocational curricula with valid, on-the-job performance requirements. Its four chapters present a competency-based curriculum designed to prepare individuals for careers in recreational grounds management. Chapter I describes curriculum objectives and then briefly discusses faculty selection and certification; requirements in the areas of facilities, equipment, and instructional materials; library support; and liaison activities with professional organizations in the grounds management industry. Chapter II details activities undertaken by an advisory committee during the curriculum development project, including: an examination of curriculum materials available in the area of grounds management; a statewide survey of golf course managers to assess career opportunities; the identification of tasks performed in each occupation; and an analysis of each task to specify requisite competencies. Job descriptions and associated tasks for nine entry- and advanced-level grounds maintenance occupations are outlined in Chapter III, while Chapter IV suggests a sequence of courses leading to the Associate Degree. Brief descriptions are provided of each course. The manual's appendices report survey results and enumerate the competencies associated with identified grounds management tasks. (JP)

**ED 198 885** JC 810 172

Watkins, Karen, Ed.

Innovation Abstracts. Volume II, Numbers 1-31.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.

Pub Date—Mar 81

Note—68p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Classroom Environment, Classroom Techniques, \*College Administration, College Faculty, Educational Theories, Program Descriptions, Readability, \*Teacher Effectiveness, Teacher Role, Two Year Colleges

Brief, two-page papers are presented on 31 educational topics of interest to community college faculty, administrators, and staff. Each paper is coded to indicate intended audience, subject category, and level of concern. The following topics are considered: (1) preferred learning style and grade achievement; (2) the community college mission; (3) computer-based instructional management; (4)



the teacher's impact on the college environment; (5) basic skills self-assessment for beginning students; (6) student recruitment, retention, and attrition; (7) improving student access to support services; (8) selecting learning activities; (9) determining the readability of instructional materials; (10) modifying instruction for students who do not perform well under traditional methods; (11) pedagogical theory; (12) organizing students into small work groups; (13) attitudinal barriers to change; (14) institutional policy for learning; (15) the classroom environment; (16) desirable student behavior in class; (17) computer-based readability analysis; (18) self-concept's relationship to achievement; (19) classroom arrangement; (20) organizational change; (21) a program for older adults; (22) measures of classroom climate; (23) blackboard use; (24) hidden prerequisites for college courses; (25) student passivity; (26) interpersonal communication; (27) migrant education; (28) achieving agreement within an organization; (29) Benjamin Bloom's "alterable variables"; (30) changing "The System"; and (31) the premises of professional commitment. (JP)

ED 198 886 JC 810 179

Factbook on New Mexico Public Two-Year Community Colleges and Vocational Schools, 1979-80.

New Mexico State Board of Educational Finance, Santa Fe.

Pub Date—80

Note—142p.; For related document, see ED 187 353.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Education, College Programs, College Role, Community Colleges, Construction Costs, Educational Facilities, \*Educational Finance, Enrollment Trends, Expenditures, \*Institutional Characteristics, Military Schools, State Surveys, Student Characteristics, Technical Institutes, \*Two Year Colleges, \*Two Year College Students, Vocational Education, Vocational Followup

Identifiers—\*New Mexico

This six-part factbook describes the history, programs, and financial status of New Mexico's two-year colleges. Part I discusses the legal basis for the colleges and describes the coordination of the five types of two-year institutions operating under state law: constitutional colleges, branch community colleges, district junior colleges, technical and vocational institutions, and area vocational schools. Part II presents one-page descriptions of each of the 15 individual institutions, outlining the school's establishment, describing its service area, programs, and students, and stating its goals. Part III examines enrollment trends in academic and vocational programs since 1975-76, and considers 1979-80 tuition and fees for each institution. Part IV discusses the types of vocational, academic, and General Educational Development programs offered at the schools and presents data showing course enrollments and completions in 1979-80. In the case of vocational programs, information is also provided on the number of students who have been employed or have continued their education since program enrollment. Part V presents financial information, including progress to date on a funding formula for two-year institutions and the history and status of revenues and expenditures. The final section details facilities construction costs at each of the institutions. (JP)

ED 198 887 JC 810 181

Rouche, John E. Mink, Oscar G. Holistic Literacy in College Teaching.

Pub Date—80

Note—126p.

Available from—Media Systems Corporation, 377 Third Avenue, New York, NY 10017 (\$9.95, plus shipment).

Pub Type—Opinion Papers (120)—Books (010) Document Not Available from EDRS.

Descriptors—Affective Objectives, Basic Skills, Behavioral Objectives, Community Colleges, Curriculum Development, Developmental Studies Programs, \*Educational Change, Educational Environment, Education Work Relationship, High Risk Students, \*Humanistic Education, Individual Development, \*Relevance (Education), Sensory Integration, Study Skills, Teacher Attitudes, Two Year Colleges

Identifiers—\*Holistic Approach

This six-chapter monograph discusses the need

for and the components of a holistic approach to education; that is, an education which teaches the student to function on the aesthetic and affective levels, as well as to master the behavioral objectives of traditional content area instruction. Chapter I presents a rationale for this holistic approach, based on the failure of traditional higher education to provide students with the coping skills necessary in postindustrial society. Chapter II notes the inadequacy of traditional curricula to provide these skills and calls for a curriculum restructuring which stresses utility for the learner, relevance to his/her life, and the adoption of multi-sensory and interdisciplinary approaches. Chapter III discusses the correlation between attitudinal factors and student achievement, and then examines methods of incorporating affective objectives in basic skills instruction. Chapter IV details a holistic model for developmental education which allows the college to diagnose and remediate the differing skill deficiencies of individual students. Chapter V discusses the vital role of the visual arts in healthy personal development and urges the integration of sensory education into college curricula. Finally, Chapter VI discusses the responsibility of administrators and faculty in creating a positive learning environment and in effecting the curricular and administrative changes required in the adoption of the holistic philosophy. (JP)

ED 198 888 JC 810 186

Adapting to a Changing World. Graduates Placement Report: New Hampshire Technical Institute and New Hampshire Vocational Technical Colleges.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.

Pub Date—80

Note—46p.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Graduates, College Transfer Students, Education Work Relationship, Employers, \*Employment Patterns, Employment Statistics, Job Placement, Majors (Students), Migration, Salaries, State Colleges, \*Technical Institutes, Two Year Colleges, Vocational Education, \*Vocational Followup

Identifiers—\*New Hampshire

Graphs and tables are provided to illustrate annual placement data for the New Hampshire Technical Institute (NHTI) and the six New Hampshire vocational-technical colleges. After introductory material summarizing the data, the report provides: (1) a breakdown of graduate status data by college; (2) information specific to NHTI concerning graduate placement, the institutions to which graduates transferred, and typical entry job titles of employed graduates; (3) similar information specific to the vocational-technical colleges; (4) a table outlining the relatedness of graduates' field of study and field of employment; (5) a chart showing percentages of graduates employed in- and out-of-state; (6) a graph illustrating the percentage of graduates commuting to out-of-state jobs from New Hampshire; (7) annual salary data by program; (8) descriptions of adult education and apprenticeship courses offered through the Extension Division of the Institute/College System; and (9) a listing of the business, industrial, and health organizations whose representatives interviewed graduates, as well as those actually employing them. The study report reveals that the two-year college system graduated 983 students from 48 occupational programs during the 1979-80 academic year and that, by November 1980, 755 graduates (77%) were employed in full-time positions. (AYC)

ED 198 889 JC 810 190

Moore, Charles

An Assessment of the Attitudes and Program Needs of Commercial, Industrial, and Service Agencies from the Service Area of Worthington Community College.

Pub Date—80

Note—121p.; Ed. D. Dissertation, Nova University.

Pub Type—Dissertations/Theses—Doctoral Dissertations (041)—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, \*Community Surveys, \*Educational Needs, \*Employer Attitudes, Industry, Literature Reviews, Needs Assessment, Questionnaires, School Business Relationship, Service Occupations, Two Year

Colleges, \*Vocational Education

Identifiers—Worthington Community College MN  
A survey of 299 businesses representing a stratified random sample of service, commercial, and industrial employers in southwestern Minnesota was conducted to determine the attitude of business executives toward Worthington Community College (WCC) and to identify their postsecondary program needs. The three-part survey instrument asked respondents to: (1) indicate their level of agreement with 20 statements concerning the quality of WCC's academic reputation, community contribution, and course offerings; (2) select from a list of 60 vocational course offerings those instructional areas that would be beneficial to themselves and to their employees; and (3) indicate preferences for location of classes, scheduling, teacher background, and class format. The 231 survey responses were analyzed to determine variations among the cities represented by the sample, among the three types of businesses surveyed, and among the businesses when grouped by size. In addition, findings were analyzed to determine the relationship between course preferences and attitudes toward WCC. The study report reviews relevant literature, describes methodology and procedures, details findings, and presents summary recommendations. A bibliography, pilot-tested and final survey instruments, and a pilot study report are appended. (JP)

ED 198 890 JC 810 194

Price, A. Rae, Ed.

AAWCJC Journal, Vol. 3, No. 1.

American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.

Pub Date—Mar 80

Note—61p.

Journal Cit—AAWCJC Journal; v3 n1

Pub Type—Opinion Papers (120)—Creative

Works (030)—Collected Works—Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Book Reviews, College Programs, \*Feminism, Financial Support, International Organizations, Poetry, Program Descriptions, Reentry Students, Rural Areas, Two Year Colleges, Vocational Education, \*Womens Education

A collection of essays, book reviews, conference reports, poetry, and prose is presented. The collection first provides excerpts from articles and poetry presented at the Rural American Women (RAW) conference. Among other topics, these articles consider a vocational training program for economically disadvantaged women in eastern Tennessee; a cooperative, self-help organization established in Greensboro, Alabama; and the funding of programs for older, nontraditional students at Moberly Junior College (MO). Next, essays by Doris A. Meek and Irene Tinker discuss the proceedings and ramifications of the Official World Conference of the United Nations and the Non-Governmental Mid-Decade Forum, which were held simultaneously in Copenhagen in July 1980. Three brief reports follow, examining attitudes toward affirmative action and funding for women's programs under the Reagan Administration; the characteristics of successful women administrators; and the Texas Student Information System. Three additional essays are then presented: (1) Eleanor B. Schwartz's discussion of women in management; (2) Joyce B. Unger's assessment of women's reentry programs; and (3) Mary Sue Koepfel's description of a self-assessment system to be used in placing women students. The collection concludes with reviews of books written by women authors and a selection of feminist poetry and prose. (JP)

ED 198 891 JC 810 199

Brauer, Florence B.

Stimulating the Collegiate Function.

Pub Date—21 Apr 81

Note—10p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (61st, Washington, DC, April 20-23, 1981).

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Curriculum, \*College Role, \*Community Colleges, Educational Trends, General Education, \*Liberal Arts, \*Transfer Programs, Two Year Colleges

Identifiers—Community College Humanities Association, League for the Humanities

This paper examines recent efforts by community

college educators to enhance the liberal arts in a curriculum which is increasingly dominated by career, compensatory, and community education programs. The paper first notes the decline of the transfer function at today's community colleges and argues that the liberal arts, if they are to survive, must not remain solely within a college-parallel context. Three multi-organizational efforts initiated to revitalize the liberal arts are then described: (1) the formation of the Community College Humanities Association, which utilizes regional meetings as forums for innovative ideas; (2) the formation of the League for the Humanities, an association of western community colleges which plans to examine methods of strengthening the humanities through marketing, faculty exchanges and other cooperative efforts; and (3) regional humanities workshops sponsored by the American Association of Community and Junior Colleges. The paper then concludes with a discussion of alternative humanities programming efforts initiated by individual colleges. These efforts include the formation of humanities advisory groups; the development of general education programs; and the integration of the humanities into occupational curricula through interdisciplinary courses, specialized courses for specific occupational areas, and humanities modules within occupational courses. Specific examples of these institutional efforts are provided. (JP)

ED 198 892 JC 810 220

Recommendations on Future of the Community College System and Area Vocational-Technical Institutes. A Policy Paper.

Minnesota Higher Education Coordinating Board, St. Paul.

Pub Date—27 Jan 81

Note—23p. Some pages may not reproduce clearly. Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Higher Education, School Closing, Small Colleges, State Aid, \*State Boards of Education, \*Statewide Planning, \*Technical Institutes, Two Year Colleges

Identifiers—Minnesota

The final recommendations are presented for the Minnesota Higher Education Coordinating Board's study to assess the future viability of Minnesota's community colleges and vocational-technical institutes (V-TEC). After introductory material noting that the study was initiated in anticipation of enrollment declines and fiscal hardships, the report outlines six conditions and planning assumptions established by the study: the missions of the two systems overlap; many communities are served by both a community college and a V-TEC institute; declining enrollments will increase competition for students and resources; resources from both systems should be combined where necessary; maintaining small institutions will become financially difficult; and the separate systems governing the community colleges and the V-TEC institutions will become increasingly inappropriate. Three alternatives for combatting anticipated problems are then discussed: providing all institutions with sufficient appropriations to retain a minimal core of services, regardless of enrollment; closing low-enrollment institutions; or restructuring the state's postsecondary educational system. Final recommendations are then presented, calling for: the creation of a combined governing board for both systems; the establishment of regional administrative units; the preservation of the mission of General College; and the structuring of the vocational education role of the state's university system. (JP)

ED 198 893 JC 810 222

Kindle, James

Survival Skills in a Community College.

Pub Date—11 Apr 81

Note—9p. Paper presented at the Annual Conference of the Western College Reading Association (14th, Dallas, TX, April 9-12, 1981). For related documents, see JC 810 223-227.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, \*Daily Living Skills, \*Developmental Studies Programs, \*Learning Modules, Mathematics, Program Descriptions, Reading Skills, Two Year Colleges, Writing Skills

The Survival Skills Center described in this report operates at Columbia College, CA, to provide individualized instruction in basic reading, writing, and math skills using a series of modules which

focus on problems commonly encountered in everyday life. After discussing the need for such instruction among nontraditional students, the paper describes five booklets written by Center staff: (1) "Your Health," which covers topics including first aid, safety, drug and alcohol abuse, and birth control; (2) "Your Community," which focuses on government and community services, the legal system, and public transportation; (3) "Your Money," which considers personal budgeting, banking, credit, taxes, and insurance; (4) "You as a Consumer," which concentrates on finding a place to live, buying a car, shopping, and energy needs; and (5) "Your Job," which centers around assessing personal interests and finding and keeping a job. The remainder of the paper discusses administrative and operational factors that are basic to the Center's success. These factors include: the familiarity of the staff with the abilities and problems of the students; the utilization of well-qualified instructional aides who are sensitive to students' social and emotional problems; the use of a variety of instructional materials; the selective and individualized employment of diagnostic tests; and the availability of non-transferable credit for completing courses at the Center. (JP)

ED 198 894 JC 810 223

Wright, Melinda

Your Community: Government, Laws and Courts, Community Services, Transportation.

Columbia Junior Coll., Calif.

Pub Date—[80]

Note—56p. Part of Columbia College's Survival Skills Series; for other documents in this series see JC 810 224-227. Some pages may not reproduce clearly.

Available from—Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 (\$1.75).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bus Transportation, \*Community Services, Daily Living Skills, \*Functional Reading, \*Government (Administrative Body), Government Role, Learning Modules, \*Library Services, Map Skills, \*Public Agencies, Spelling, Two Year Colleges

Identifiers—Driver Examinations

Information and accompanying exercises in this learning module are provided to reinforce functional reading skills and, at the same time, introduce Columbia College (CA) students to area community services. The module first describes the components of government at the local, state, and federal levels, and provides exercises to help the student differentiate among executive, legislative, and judicial functions. Exercises are then presented requiring the student to utilize a telephone book and a community services directory to locate government agencies in the area, including those that could be called for help in a variety of emergency situations. As a means of familiarizing students with library services, the module presents a series of questions to be answered after a visit to the Columbia College Library related to its hours of service, the information provided in the card catalog, and the locations of various library resources. The remaining exercises in the module ask the student to complete sample questions from the written examination for a California driver's license; accurately read Greyhound Bus timetables; and accurately read a map of western California. Grammar and spelling exercises are provided throughout the module drawing from subject-content texts. Answer keys and a glossary are also presented. (JP)

ED 198 895 JC 810 224

Torre, Liz

Your Money: Budget, Banking, Credit, Taxes, & Insurance.

Columbia Junior Coll., Calif.

Pub Date—[80]

Note—45p. Part of Columbia College's Survival Skills Series; for other documents in this series, see JC 810 223-227. Some pages may not reproduce clearly.

Available from—Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 (\$1.75).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic, Banking, \*Basic Skills, Budgeting, Credit (Finance), \*Daily Living Skills, Form Classes (Languages), Insurance, Learning Modules, \*Money Management, Reading Com-

prehension, Spelling, Taxes, Two Year Colleges

Information and accompanying exercises in this learning module are provided to reinforce basic reading, spelling, writing, and math skills while at the same time introducing the fundamentals of personal money management. Written at an elementary level, the module covers five areas of personal finance: (1) planning a household budget on the basis of anticipated income and expenditures; (2) utilizing banking services and properly completing checks, checkbook registers, postal money orders, and savings account deposit and withdrawal slips; (3) filling out a W-4 Form (Employee's Withholding Exemption Certificate) and filing an income tax return; (4) understanding the risk factors that determine the variable costs of insurance; and (5) applying for a charge account and properly managing credit purchases. For each of these topics, the module presents a brief text with accompanying questions designed to reinforce reading comprehension. These questions are followed in each case by exercises requiring students to identify misspellings and various parts of speech within a text. In addition to word problems, which require the student to apply mathematical skills to problems of money management, the module also provides relevant forms so that students can practice writing a budget, balancing a checkbook, determining the balance on a credit account, and applying for a loan. A glossary and answer key are provided. (JP)

ED 198 896 JC 810 225

Torre, Liz And Others

Your Job.

Columbia Junior Coll., Calif.

Pub Date—[80]

Note—52p. Part of Columbia College's Survival Skills Series; for other documents in this series, see JC 810 223-227.

Available from—Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 (\$1.75).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arithmetic, Basic Reading, \*Basic Skills, Career Choice, Employee Responsibility, \*Employment, Employment Interviews, Grammar, \*Job Application, \*Job Search Methods, Learning Modules, Portfolios (Background Materials), Self Evaluation (Individuals), Spelling, Two Year Colleges

Information and accompanying exercises are provided in this learning module to reinforce basic reading, writing, and math skills and, at the same time, introduce personal assessment and job-seeking techniques. The module's first section provides suggestions for assessing personal interests and identifying the assets one has to offer an employer. The second section offers guidance in finding announced and unannounced job openings and reading classified advertisements. The third section focuses on getting a job by maintaining the proper demeanor and appearance at the interview, fielding interview questions that may imply discrimination, compiling a personal fact sheet of information that will probably be needed at the interview, filling out application forms, and writing a resume. After a section for students interested in creating their own jobs, the module offers suggestions for maintaining good relations with supervisors and others while on the job and for getting ahead. This section also describes the various forms one must complete on the job, including the W-4, time sheets, and employee personnel cards; the social security system; and employee benefits. Each of the module's sections provides exercises and activities designed to reinforce student learning, as well as additional basic skills exercises which utilize the subject material to strengthen grammar, spelling, and arithmetic skills. (JP)

ED 198 897 JC 810 226

Kindle, Joan

You as a Consumer: Finding a Place to Live, Buying a Car, Shopping, the Smart Consumer, Emergency Needs.

Columbia Junior Coll., Calif.

Pub Date—[80]

Note—66p. Part of Columbia College's Survival Skills Series; for other documents in this series, see JC 810 223-227. Some pages may not reproduce clearly.

Available from—Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 (\$1.75).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Consumer Education, \*Consumer Protection, \*Housing, Learning Modules, \*Purchasing, Two Year Colleges

Information and exercises are provided in this learning module to increase students' awareness of and effectiveness in their role as consumers. The module, which is written at an elementary level, covers eight topics related to consumer affairs: (1) finding an apartment through newspaper classified advertisements and other sources and signing a lease agreement; (2) buying a house and transferring the title from seller to buyer; (3) choosing and financing a mobile home; (4) buying a car, financing it, securing automobile insurance, and performing preventative auto maintenance; (5) planning for grocery, clothing, furniture, and appliance purchases; (6) using sales catalogs as an alternative means of shopping; (7) judiciously utilizing telephone and door-to-door sales; and (8) avoiding consumer rip-offs, such as false advertising, fraudulent home and personal improvement schemes, automobile repairs that are not completed, sympathy appeals, free offers, and debt consolidation programs. For each topic, the module provides informational texts and suggestions, as well as exercises and activities designed to reinforce student learning. A glossary and an exercise answer key are provided. (JP)

ED 198 898

JC 810 227

Oxley, Gloria Torre, Liz

Your Health: Prevention, Safety and First Aid,

Personal Health Care.

Columbia Junior Coll., Calif.

Pub Date—[80]

Note—44p.; Part of Columbia College's Survival Skills Series; for other documents in this series, see JC 810 223-226.

Available from—Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 (\$1.75).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Contraception, \*Daily Living Skills, Drug Abuse, Eating Habits, Exercise, First Aid, \*Functional Reading, Health Education, \*Hygiene, Learning Modules, Nutrition, \*Physical Health, Sleep, Spelling, Two Year Colleges

Information and accompanying exercises are provided in this learning module to reinforce students' basic reading and writing skills and, at the same time, increase their awareness of and motivation toward sound personal health practices. Written at an elementary level, the module considers eleven personal health topics: prevention of illness; nutrition; the four basic food groups; the development of proper eating, sleeping, and exercising habits; first aid; poisons; the harmful effects of smoking and drinking; drug abuse; finding and visiting a doctor; birth control and pregnancy; and the calculation of life expectancy. For each topic, the module provides texts and multiple-choice, true/false, or fill-in-the-blank exercises to test students' reading comprehension, strengthen spelling skills, and reinforce learning. In addition, exercises are provided which utilize the subject material to explain the meaning and use of verbs, prepositions, conjunctions, and command sentences. A glossary and exercise answer key are provided. (JP)

**PS**

ED 198 899

PS 011 453

Metham, John

Kindergarten Children's Performance on a Piagetian Task. Mt. Druiett Early Childhood Project.

Project Evaluation Report Number 1.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia).

Pub Date—May 80

Note—10p.; For other reports, see PS 011 843, PS 012 035-036, and PS 012 047-048.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classification, \*Cognitive Measurement, Cognitive Processes, \*Developmental Stages, Early Childhood Education, Foreign Countries, \*Kindergarten Children, \*Predictive Measurement, Program Evaluation, Spontaneous Behavior

Identifiers—Australia, Mount Druiett Early Childhood Project, \*Piagetian Tasks, Task Orientation

This study investigated the potential use of a cognitive measure to detect differential effects on children's styles of performance and behavior. A stratified random sample of 96 children across schools, sex and preschool attendance were selected for testing from the five kindergarten classes associated with the Mt. Druiett Early Childhood Project in New South Wales, Australia. Subjects were individually administered a Piaget and Inhelder task (the cognitive measure) which requires children to classify a given number of different objects in terms of whether or not the objects float on water. Children were required to experiment with the objects in a container of water and to describe their observations to an experimenter. Children's performance on the task was analyzed in terms of (1) the relationship between task orientation and previous attendance at preschool; (2) the relative press of different materials; (3) ability to classify and predict outcomes; and (4) the language utterances generated by the task. Significant differences in task orientation were found between children who had previously attended preschool and those who had not. The non-preschool group had more children whose task orientation was classified as inhibited. The order in which the objects were selected to be put into the water was uniform across individuals and programs. Sixty percent of the children were able to classify and predict whether objects would float or not. Finally, the task proved to be a successful means of stimulating young children's spontaneous verbalizations. (Author/MP)

ED 198 900

PS 011 843

Healey, Muriel

Report on the Evaluation of Bidwill Community

School's Preschool Programs 1979. Mt. Druiett

Early Childhood Project: Project Evaluation

Report Number 2.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia).

Pub Date—May 80

Note—30p.; For related documents, see PS 011 453 and PS 012 035-036.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Child Development, Comparative Analysis, Disadvantaged, Educational Objectives, Foreign Countries, Individual Characteristics, Parent Attitudes, \*Parent Participation, Parent School Relationship, \*Preschool Education, \*Preschool Evaluation, Program Development, Questionnaires, Student Evaluation

Identifiers—\*Australia, \*Mount Druiett Early Childhood Project

This paper describes and reports on the evaluation of aspects of three preschool programs in the Bidwell Community School, New South Wales, Australia. A home-based preschool program, a sessional preschool-centered program, and a mixed, part sessional and part home-based program were made available for children and their parents. With the aim of identifying outcomes associated with varying degrees of parental involvement, evaluation activities were focused on the extent and quality of parental involvement in the programs and on some aspects of the children's development. Data were collected across three school terms through (1) teacher rating schedules on child/mother behavior; (2) teacher interviews with mothers about program expectations; (3) teachers' impressions of mothers' participation over the three term period; and (4) extended interviews with mothers. Further, teachers' perceptions of children's characteristics on six dimensions were recorded. Among the results, mothers rated the preparation for school function of the preschool as their major concern. Changes in teachers' perceptions of individual children over the school-year indicate that teachers felt that some progress had been made in socializing the children. Mothers of children in the mixed program noted a higher developmental level in their children than did other mothers. Appended materials consist of program planning and evaluation documents. (Author/RH)

ED 198 901

PS 011 931

Pellegrini, David S.

The Social-Cognitive Qualities of Stress-Resistant

Children.

Pub Date—Sep 80

Note—22p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Ability, \*Children, \*Cognitive Ability, \*Family Life, Intelligence Differences, \*Interpersonal Competence, Problem Solving, Scores, Social Behavior, \*Social Cognition, \*Stress Variables

Identifiers—\*Stress Management

This study, part of a larger project called "Project Competence," explored the relationship between two aspects of social-cognitive ability (interpersonal awareness and social problem-solving) and three aspects of manifest competence in children (social, behavioral, and academic). In a series of hierarchical multiple regressions, social-cognitive factors made significant and substantial contributions to the prediction of social competence, beyond what was already accounted for by age, sex, and intellectual functioning. Its independent explanatory power was somewhat less for behavioral competence, and minimal for academic competence. Two significant interaction effects were also observed: (1) increasing family stress scores were associated with decreasing levels of behavioral competence in the context of poor interpersonal awareness, but were unrelated in the context of mature awareness; and (2) increasing family stress scores were associated with decreasing levels of academic competence in the context of below-average intellectual functioning, but were associated with increasing academic competence in the context of above-average intellectual functioning. While methodological limitations necessitate interpretive caution, these two interactions offer clues to the nature of stress-resistance in children. (Author/MP)

ED 198 902

PS 011 933

Jones, Elizabeth

Learning Through Play and Laughter.

Pub Date—14 Nov 80

Note—19p.; Paper presented at the Conference of the Wisconsin Early Childhood Association (Madison, WI, November 14, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Childhood Needs, Classroom Techniques, Early Childhood Education, \*Educational Environment, Educational Needs, \*Emotional Development, Preschool Children, \*Relevance (Education), Student Teacher Relationship, \*Teacher Effectiveness, Teacher Improvement, Teaching Methods, \*Young Children

Programs for young children should cultivate children's real feelings, both rage and joy, and help children learn to accept and live with their feelings in non-destructive ways. Strong feelings, even negative ones, are sources of energy; rather than suppressing children's negative energy, teachers should recognize its creative aspects and use their own creativity to channel the energy in a positive direction. Managing these strong feelings by building on children's own ideas, i.e. developing an "emergent curriculum," is more appropriate and more enjoyable than relying on a planned curriculum. However, an emergent curriculum requires that teachers give up their fear of losing control and thus be able to play and laugh with children. Providing real learning environments and adapting adult behaviors so as to help children to express and acknowledge their feelings, to question, to express will, and to be distinct individuals are essential to the goal of developing members of our changing society who are not afraid of change. (Author/JA)

ED 198 903

PS 011 955

Grotherg, Edith H. Choper, Willa

Research: Translating Findings into Action.

Pub Date—Oct 77

Note—100p.; Best copy available.

Pub Type—Guides - Non-Classroom (055)



**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Child Development, Classroom Design, Guidelines, Instructional Improvement, \*Language Acquisition, Motor Development, Parent Teacher Cooperation, \*Problem Solving, \*Research, \*Self Concept, Social Development, Teacher Role

The intent of this booklet is to provide practitioners and parents with (1) research findings related to three aspects of development important to all children—problem solving abilities, language development, and self-concept; (2) interpretations of these findings; and (3) activities for children appropriate to these findings. Bibliographies of the research studies used for each of the three developmental aspects are included and an attempt is made at the end of the booklet to answer 10 questions commonly asked by practitioners and parents working with children. (Author/MP)

**ED 198 904**

PS 011 956

**In-Service Primary Teacher Education.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—96p.; Work Plan of a Joint Innovative Project proposed by a Regional Meeting (Quezon City, Philippines, August 24-September 4, 1980). Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Asian Studies, Elementary Education, Evaluation Methods, \*Inservice Teacher Education, International Studies, \*Program Descriptions, \*Program Development, Program Improvement, \*Teacher Education Programs

This report of the Initial Planning Meeting of the Asian Centre of Educational Innovation for Development describes the beginning of a series of activities aimed at improving in-service primary teacher education in the countries involved. Participating countries include Bangladesh, India, Indonesia, Malaysia, Nepal, Papua New Guinea, Republic of Korea, Thailand and the Philippines. Brief reviews of the status of in-service primary teacher education and of the research, evaluation, and development activities in the field are presented for each of the nine countries. Special attention is given to the Philippines status study which investigated the process of formulating designs for in-service education. In addition, evaluation procedures employed by the participating countries are summarized. Guidelines on the format of national status studies are given in addition to guidelines for the development of alternative schemes for improving in-service primary teacher education. Appendixes include a list of participants and the evaluation questionnaire used for the Initial Planning Meeting. (Author/JA)

**ED 198 905**

PS 011 959

McGowan, Brenda G. Blumenthal, Karen L.

**Why Punish the Children? A Study of Children of Women Prisoners.**

National Council on Crime and Delinquency, Hackensack, N.J.

Spons Agency—Children's Defense Fund, Washington, D.C.

Pub Date—78

Note—136p.

Available from—National Council on Crime and Delinquency, Continental Plaza, 411 Hackensack Avenue, Hackensack, NJ 07601 (\$6.50).

Pub Type—Reports - Research (143) — Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Census Figures, \*Childhood Needs, \*Children, \*Family Problems, Innovation, Institutional Environment, \*Institutional Role, Interviews, Mothers, National Surveys, Organizational Change, \*Parent Child Relationship, \*Prisoners, Social Responsibility, Social Services

Identifiers—Criminal Justice System  
An exploratory study of the experiences of prison inmate mothers and their children found that neither adequate support nor needed services for the children were provided by the state. Designed to obtain baseline data, the study initially consisted of a national mail survey of correctional administrators and a series of interviews with female inmates in a New York correctional facility. Supplementary data, including talks with children of current former prisoners, were gathered to systematize and round out the local and national data. Findings indicate that the families of imprisoned women are con-

fronted with numerous severe and wide-ranging problems. Lack of both concern and appropriate services for this population were found at every point in the criminal justice process. Chapter One describes the process of imprisonment from arrest to release. Chapter Two describes the experiences of several children of women prisoners and discusses how children of different ages may be affected by such experiences. The statistical findings from the national and local studies are presented in Chapter Three. In the final chapter, factors contributing to the problems of the children are analyzed and recommendations are made. Census data, a list of respondents, supplementary data and a discussion of the study's methodology are appended. (Author/RH)

**ED 198 906**

PS 011 971

Moran, James D., III Jennings, Marge S.  
Moral Judgments in Parochial and Public School Second-Graders.

Pub Date—[80]

Note—15p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Elementary Education, \*Elementary School Students, Grade 2, \*Parochial Schools, \*Public Schools, \*Social Influences

Identifiers—Context Effect, \*Moral Judgment, Piagetian Tasks

The moral judgments of 22 parochial school second graders and 20 public school children of similar age and intelligence were compared in this study. The children were read 12 moral judgment stories of either negative intention and positive consequence or positive intention and negative consequence. Story content included either damage to personal property, damage to the property of others, or physical damage to others. Analysis of variance revealed that public and parochial school children differed on their judgments of the story characters as a function of story content. In general, parochial students made more intention-based judgments than did public school children. "p".001. This tendency was especially evident in stories involving damage to others, with negative outcomes, "p".05, and with negative intent and positive consequence stories involving personal property damage, "p".05, and damage to the property of others, "p".01. The data indicate that both environmental influences and the situational story context influence moral judgments. It is suggested that the group "belongingness" of the parochial school may account for the greater use of intention by these children. (Author/MP)

**ED 198 907**

PS 011 978

Ryan, Bernard, Jr.  
How to Help Your Child Start School.

Pub Date—80

Note—173p.

Available from—Soundview Books, 100 Heights Road, Darien, CT 06820 (\$9.95).

Pub Type—Guides - Non-Classroom (055) — Books (010)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Behavior Patterns, Child Development, Concept Formation, Early Childhood Education, \*Educational Experience, Educational Objectives, Guidelines, \*Kindergarten, Learning Experience, \*Parent Role, \*Preschool Children, \*School Readiness, School Registration, Teacher Role

The purpose of this book is to help parents and their prekindergarten children toward an awareness of what school is and an expectation of what it can be. Part I provides information on (1) the child's fifth year of development (needs, intelligence, and sensory experience); (2) the nature of kindergarten schooling (including a brief history of kindergarten, basic objectives of kindergarten, and some misconceptions frequently found among the parents of beginning school children); (3) how parents can prepare their children for the physical, social, emotional, and intellectual challenges of kindergarten; and (4) registration and transportation to kindergarten. A detailed description of the structure of a typical day in kindergarten is presented in Part II. Part III describes for parents the learning experiences their children will have with creative materials, language and literature, social studies, science and nature, number concepts, music, and health, safety, and physical education. The help in growth and development that parents can give their children at home throughout the school year is explored in Part

IV. Finally, typical patterns of developmental behavior and comments from teachers, principals, and others who have closely observed what happens to children in the first year of school are presented. (Author/MP)

**ED 198 908**

PS 011 981

Rosenthal, Miriam K. Edell, Marsha P.

**Training a New Professional Core for Leadership Roles in Work with Infants, Toddlers and Their Families.**

Pub Date—80

Note—18p.; For related document, see ED 188 766.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Child Caregivers, Early Childhood Education, Educational Objectives, Foreign Countries, Interdisciplinary Approach, \*Leadership, \*Professional Training, Program Descriptions, \*Program Design, Training Objectives

Identifiers—Israel  
An experimental interdisciplinary training program was founded at the Hebrew University, Jerusalem, Israel to train child care specialists to assume leadership roles in work with the young child and his family. The organization and objectives of the program are described. Follow-up of graduates indicates high rate of employment throughout the country and graduates' involvement in development and leadership in innovative community based programs. (Author/MP)

**ED 198 909**

PS 011 985

**White House Conference on Families: Listening to America's Families, Action for the 80's. A Summary of the Report to the President, Congress and Families of the Nation.**

White House Conference on Families, Washington, D.C.

Pub Date—Nov 80

Note—101p.; For full report, see PS 011 984.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock #040-000-00430-1, \$4.75).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Census Figures, \*Citizen Participation, \*Conferences, Day Care, Disabilities, Economic Factors, Educational Needs, Family Health, \*Family Life, Family Problems, Government Role, Hearings, Housing Needs, Mass Media, Minority Groups, \*Policy Formation, \*Social Action, \*Social Services, Surveys

Identifiers—White House Conference on Families  
A summary of the activities and results of the 1980 White House Conference on Families (WHCF) is given in this document. Following introductory material, the development, adoption, and ranking of the conference recommendations are described. Recommendations made in four main areas of concern (families and economic well-being, confronting specific problems of families, meeting the needs of families, and determining the role of major institutions that influence the family life) are listed. Minority reports by delegates representing racial and ethnic minorities as well as guidelines and contact persons for implementation and advocacy activities are included. A subsequent section on preparation for the conference features the schedule of conference activities; outcomes of national hearings; delegate selection procedures of the states; highlights of a research forum held to provide a framework of factual information for the delegates; and pertinent census data and Gallup Survey results. The final section provides a brief review of events at each of the three conference sites (Baltimore, Minneapolis, Los Angeles). Publications on the WHCF are listed in the appendices. (Author/MP)

**ED 198 910**

PS 011 989

**White House Conference on Families: Families, Challenges and Responsibilities. Delegate Workbook.**

White House Conference on Families, Washington, D.C.

Pub Date—80

Note—116p.; For related documents, see PS 011 989-991 and ED 194 192.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—\*Aging (Individuals), Child Abuse, Citizen Participation, \*Drug Abuse, Family (Sociological Unit), \*Family Life Education, \*Family Problems, Marriage, One Parent Family, Parent Child Relationship, Parent Education, Policy Formation, Public Schools, \*Social Services, \*Violence, Voluntary Agencies

**Identifiers**—\*White House Conference on Families  
This workbook for delegates to the White House Conference on Families (WHCF) is intended to perform three basic functions: (1) focus attention on the themes of the WHCF; (2) provide brief background information on the issues to be discussed in the Conference workgroups; and (3) summarize recommendations for which there was consensus across most states. Six issue briefs provide background information in the areas of preparation for marriage and family life; specific support for families; parents and children; family violence; substance abuse; and aging and families. The briefs are organized into four sections: Introduction, Background Information on Major Issues, Current Programs and Policies, and Recommendations from the States. State recommendations were further divided by topic and issue. Similar recommendations were grouped together and a sample of these recommendations (for purposes of illustration) have been selected and included in this workbook. (Author/MP)

**ED 198 911 PS 011 991**

**White House Conference on Families: Families and Major Institutions. Delegate Workbook.**  
White House Conference on Families, Washington, D.C.

Pub Date—80

Note—72p.; For related documents, see PS 011 989-991 and ED 194 192.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Citizen Participation, \*Community Action, Community Organizations, \*Court Role, Day Care, \*Family Life, Family Problems, \*Government Role, Health Needs, \*Institutions, \*Mass Media, Policy Formation, Television, Welfare Services

**Identifiers**—\*White House Conference on Families  
This workbook for delegates to the White House Conference on Families (WHCF) is intended to perform three basic functions: (1) focus attention on the themes of the WHCF; (2) provide brief background information on the issues to be discussed in the Conference workgroups; and (3) summarize recommendations for which there was consensus across most states. Four issue briefs provide background information in the areas of government and families, the media, community institutions, and law and the judicial system. The briefs are organized into four sections: Introduction, Background Information on Major Issues, Current Programs and Policies, and Recommendations from the States. State recommendations were further divided by topic and issue. Similar recommendations were grouped together and a sample of these recommendations (for purposes of illustration) have been selected and included in the workbook. (Author/MP)

**ED 198 912 PS 011 998**

**Giele, Janet Zollinger**  
**Discrimination, Sex Roles, and Changing Family Structures.**

Pub Date—Apr 80

Note—36p.; Paper presented at the Research Forum on Family Issues, National Advisory Committee of the White House Conference on Families (Washington, DC, April 10-11, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Child Rearing, Employed Women, Family Income, Family Life, \*Family Structure, Futures (of Society), Heads of Households, One Parent Family, \*Sex Discrimination, \*Sex Role, \*Social Change, Social Discrimination, \*Sociocultural Patterns

The problem of discrimination against families within the context of changing sex roles and the growing diversity of family structure is discussed in this paper. It begins with an analysis of underlying social trends, then focuses on sex discrimination and discrimination against different family types and concludes with an interpretation of emerging family values. In Section One: Trends in Sex Roles and Family Life, discussion centers upon women's rising labor force participation, changes in household form, and measures of discrimination.

Section Two: Sex Role Discrimination and Family Life focuses on the issues of economic support functions, child care and nurturing, and the impact of sex discrimination on both husband-wife and female-headed families. In Section Three: Discrimination by Household Type and Family Form, issues for single-parent families, living arrangements of unrelated individuals, as well as extended families, family size, and family composition are discussed. In conclusion, Section Four: Possible Future Developments briefly explores the topics of greater sex role flexibility, broader definitions of family values, diversity in life patterns, and policies to promote equity among and choice of alternate family forms. (Author/RH)

**ED 198 913 PS 012 002**

**Sussman, Marvin B.**

**Positive Family Functioning.**

Pub Date—Apr 80

Note—41p.; Paper presented at the Research Forum on Family Issues, National Advisory Committee of the White House Conference on Families (Washington, DC, April 10-11, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Bureaucracy, \*Family (Sociological Unit), \*Family Role, Family Structure, \*Group Dynamics, \*Individual Development, Life Style, Older Adults, Retirement, Social Problems, \*Social Services, Social Values

The persistence of the nuclear family as the primary social unit in the United States and most all other societies, especially complex ones, is a fact. Values shape the definition of family, especially the "good family," and the "great debate" of this period on family failure, family corruption and the family's near demise originates in irreconcilable value stances. While the nuclear family persists, its composition and dynamics change as a consequence of the family cycle and life course transitions of its members. Presently, a most important task for family advocates is to support the development of the competencies and solidarity of family members and to remove institutional constraints that hinder the family's fulfillment of its ancient and historic mission. That mission is to provide the nurturance, emotional support, love, caring, intimacy, sharing and solidarity all human beings need in order to survive. Socialization into roles, development of interpersonal competence, and transmission of cultural and moral values have been and are today critical family functions. Middle-aged family members today also must function as entrepreneurs, as they link with bureaucracies and advocate on behalf of immediate family and other relatives. Such linkages are critical in obtaining for family members, especially the elderly, a fair share of society's options and resources. For illustrative purposes, changes in the life course of a hypothetical person are described and compared with the lives of his siblings, parents, wife and children. (Author/RH)

**ED 198 914 PS 012 003**

**White House Conference on Families: Listening to America's Families.**

White House Conference on Families, Washington, D.C.

Pub Date—Jun 80

Note—26p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Citizen Participation, \*Conferences, \*Family Life, \*Leadership, \*National Programs, \*Objectives, Policy Formation, Social Action

**Identifiers**—\*White House Conference on Families  
This illustrated booklet for delegates provides a very brief overview of the White House Conference on Families (WHCF). Contents include a welcoming statement by the conference chairperson, a review of preconference activities leading up to the conference, and lists of conference goals and themes. Officers of the conference as well as WHCF staff and state coordinators are identified. A calendar of major events, aspects of participation by private and public organizations, and WHCF National Research Forum activities are included. (Author/RH)

**ED 198 915**

**PS 012 004**

**White House Conference on Families: Work and Families.**

J.C. Penney Co., Inc., New York, N.Y.

Spons Agency—White House Conference on Families, Washington, D.C.

Pub Date—22 Oct 80

Note—11p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Citizen Participation, \*Conferences, \*Family Life, \*National Programs, \*Policy Formation, Social Action, \*Work Environment

**Identifiers**—\*White House Conference on Families  
This report on the White House Conference on Families (WHCF) was prepared by the J.C. Penney Company for corporate leaders. Background information on the WHCF, issues related to families and work, a depiction of the changing work force, and policy recommendations are included in the report. Recommendations focus on flextime, flexible leave policies, permanent part-time work, child care, job transfers, relocation policies, and employee assistance programs. (Author/RH)

**ED 198 916**

**PS 012 010**

**Slaughter, Diana T.**

**Historical Perspectives on Project Head Start.**

Pub Date—Oct 80

Note—22p.; Paper presented at the Conference on Curriculum Development, Roosevelt University (Chicago, IL).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Early Childhood Education, \*Educational Change, Educational Innovation, \*Educational Objectives, \*Educational Principles, \*Educational Trends, \*Federal Programs, Program Effectiveness

**Identifiers**—\*Project Head Start

Historical changes in the emphasis and focus of Project Head Start from 1965 to the present are briefly reviewed in this paper. Head Start was conceived of as primary prevention designed to enable children from lower income families to obtain educational prerequisites to formal schooling. The early years of the project were also characterized by idiosyncratic implementation and monitoring, an emphasis on the whole child, parent involvement, and uncertain outcomes. In the middle years, Head Start became the nation's laboratory for innovations in curriculum and evaluation in the areas of early learning and development. The project contributed to increased interest in the study of childhood development in the family, and emphasis on the use of observational methods. More recently, Head Start has given more attention to bilingual and bicultural models, and the impact of programs upon children's self-concepts and parental esteem. As yet, however, no profile of early learning and development in the families of prospective Head Start children has been made. In this regard, the future of Head Start lies in how well it can divulge what it has learned and is learning about how children and families positively cope with environmental stress and how the families provide a basis for positive early cognitive and social development. (Author/RH)

**ED 198 917**

**PS 012 011**

**Slaughter, Diana T.**

**Early Intervention, Maternal Development and Children's Play.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Human Learning and Behavior Branch.

Pub Date—Sep 80

Grant—NICHD-5-R01-HD-08533

Note—227p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors**—\*Black Mothers, \*Cognitive Development, Comparative Analysis, Infants, \*Intervention, Interviews, Longitudinal Studies, Low Income Groups, One Parent Family, Parent Attitudes, Parent Child Relationship, Parent Education, \*Parent Influence, Play, \*Preschool Children, \*Program Effectiveness

**Identifiers**—Auerbach Badger Discussion Group Program, Levenstein Toy Demonstration Program

The purposes of this longitudinal study of early intervention with 83 black mother-child dyads were (a) to test the thesis that sociocultural transmission influences childhood development in educationally significant ways, and (b) to describe the process

through which such transmission can occur. Two social intervention programs were contrasted; the Levenstein Toy Demonstration Program (TD), and the Auerbach-Badger Discussion Group Program (DG). While the TD program promotes children's cognitive development by encouraging verbal interaction between mothers and their children, the DG program emphasizes the mother as a primary participant by providing her with information concerning child rearing, home and family life, and "personhood." Subjects for this study were randomly selected from three lower income housing project sites in the Chicago area. Fifty-six of the subject dyads participated in either the TD or the DG programs. The remainder served as a control group. All mothers were interviewed at the beginning and end of the study and their interaction with their children was observed and recorded. Children's cognitive development was measured when they were 21 and 41 months old. Among the results, the DG mothers were significantly superior on the Loevinger Scale of Ego Development, on a measure of Expressed Social Values, and on observational measures of maternal teaching style. Children in the TD program were superior to control children on the McCarthy Verbal Subscale at the time of final testing. Additionally, during play, discussion, but not demonstration, children verbalized more often. A coding manual for selected maternal interview data and item stems from the Loevinger Sentence Completion Test coded for the present study are among the materials appended. (Author/MP)

**ED 198 918** PS 102 013  
Lazar, Irving

**Child Care in the United States.**

Pub Date—Apr 80

Note—19p.; Paper presented at the Research Forum on Family Issues, National Advisory Committee of the White House Conference on Families (Washington, DC, April 10-11, 1980). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cost Estimates, \*Day Care Centers, Educational History, \*Educational Innovation, \*Educational Needs, \*Educational Policy, \*Family Day Care, Preschool Education, \*Program Effectiveness, Program Improvement

This paper discusses present child care provision for children of preschool age in the United States. After a brief historical preface that points out deficits and needed improvements in public school and infant programs, the discussion focuses on several aspects of established programs for 3- to 5-year-old children. In particular, research findings indicate that preschool intervention is both cost efficient and beneficial to the child and its family. Evidence shows that family care is in no way inferior to center care. Yet, despite many practical disadvantages of center care (i.e., building and administrative costs, distance from children's homes), it receives 80% of Federal day care support. A system that combines advantages of both kinds of care could be developed by linking day care centers serving as training and resource facilities to a large number of day care homes. Such a system could be started in any community with existing facilities, and would be a cost-effective way to expand services. Precisely how many children need day care is not known, but the figure may be close to 20 million. An estimated \$3,500 per child per year would cover program costs and increase caregivers' salaries to a level sufficient to reduce staff turnover. Increased expenditure for day care is also required to provide a base from which operators of facilities can begin to meet, not ignore, state and federal standards. (Author/RH)

**ED 198 919** PS 102 014

Gerbner, George And Others

**Media and the Family: Images and Impact.**

Pub Date—Apr 80

Note—50p.; Paper presented at the Research Forum on Family Issues, National Advisory Committee of the White House Conference on Families (Washington, DC, April 10-11, 1980). Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Books, Childrens Literature, Comics (Publications), Cultural Images, Family Environment, \*Family Life, Females, Films, \*Information Sources, \*Mass Media, Periodicals, \*Programming (Broadcast), Sex Bias, \*Sexuality, \*Television Viewing

Identifiers—Media Bias, \*Media Effects

This paper discusses mass media images of family life, the impact of media on families and evidence concerning sexually explicit programming. Section One identifies characteristics of family images (including sex-related differences and typical themes) found in women's magazines, comic strips, films, children's books and television. Television researchers have found that the themes of home and family and close personal relationships between the sexes are those which appear most frequently in network prime-time and weekend-daytime dramatic programming. Section Two considers the impact media have on families. First, the research on the uses and functions of television within the family is summarized. Next, research on the context of family viewing is reviewed and the consequences of the family viewing environment on television's effects are inspected. Finally, the kinds of family life expectations television may cultivate are discussed. It is argued that television seems to cultivate attitudes about when to form a family and how many children to have. Section Three reviews research on how television depicts sexual activity. It is concluded that television is becoming more sexy but not less sexist. (Author/RH)

**ED 198 920** PS 102 016

Gilby, Rhonda L. Pederson, David R.

**The Development of the Child's Concept of the Family.**

Pub Date—Apr 81

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Differences, \*Concept Formation, \*Criteria, Definitions, Elementary Education, \*Elementary School Students, \*Family Structure, Foreign Countries, Nuclear Family, Questionnaires, \*Undergraduate Students

Identifiers—\*Canada

Eighty subjects, at each of four age levels (kindergarten, grade 2, grade 4, and university) were questioned concerning their ideas about the structure of the family. Information was gathered on which persons the subjects considered to be members of their own families, how subjects conceptualized a typical family and what criteria they used in judging whether a grouping of people represents a family. In children's consideration of their own families and construction of typical families, no age differences were found. A nuclear family grouping was most salient in both cases, and all respondents constructed similar typical families, consisting of two parents and their children. Major age-related differences were apparent in the criteria adopted for classifying groupings as instances of a family. Common residence, contact between members, the presence of children, single parenthood, blood or legal relationship and same-sex versus cross-sex partners were variables that were manipulated and found to be of differing importance as criteria for the respondents in the four age groups. Basically, the youngest subjects relied upon common residence and contact between members as the criteria for evaluating families, whereas, with increasing age, increasing emphasis was placed upon blood or legal relationship. No obvious relation could be found between the members of the children's nuclear or extended families, the amount of time spent with, or frequency of contact with, the children and the responses to any of the three parts of this study. (Author/RH)

**ED 198 921**

Landsberger, Betty H.

**Epidemiology for Educators.**

Pub Date—17 May 79

Note—9p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Greensboro, NC, May 17, 1979). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Diagnosis, \*Educational Research, \*Learning Problems, \*Models, \*Research Design

Identifiers—\*Epidemiology

The epidemiological approach, as elaborated to accommodate multiple-causation of chronic disease, is suggested as appropriate for the size and the nature of the failure-to-learn problem faced by educators. The epidemiological approach begins with an examination of the health status of an area's popula-

tion. Major problems are identified with respect to location, geography, age, race, sex, income status, educational level and other variables. The next step is to seek out services and programs likely to be most efficacious in remediating the problems of high risk groups. Finally, follow-up research to measure the effectiveness of interventions is planned and implemented. (Author/RH)

**ED 198 922** PS 102 019

Landsberger, Betty H. And Others

**Classroom Behavior and Achievement Test Performance at the Kindergarten and First Grade Level.**

Pub Date—May 76

Note—19p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (May 1976).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Tests, Arithmetic, \*Behavior Patterns, \*Classroom Environment, Early Childhood Education, \*Grade 1, \*Kindergarten, Longitudinal Studies, Reading Skills, Social Behavior, Student Behavior, Student Participation, Vocabulary, Word Study Skills, \*Young Children

Identifiers—Extraversion Introversion, Task Orientation

This paper reports the results of a study which examined the longitudinal relationships between young children's classroom behavior and their performance on achievement tests. Subjects were 235 children who made up the first cohort to attend kindergarten in the public schools of North Carolina. Data were collected at four points: at the beginning and end of kindergarten, and at the beginning and end of grade one. Subjects' behavior factors of extraversion, social behavior, and task orientation were measured at the four points by the Schaefer-Aaronsen Classroom Behavior Inventory. Their achievement performance at the end of grade one was measured on five subtests of the Stanford Achievement Test (word reading, paragraph meaning, vocabulary, word study skills, and arithmetic). Among the results, Pearson product moment correlations and multiple regression analysis revealed that of the three independent variables, task orientation had the strongest and the most consistent relationship to achievement. The relationship of extraversion to achievement, while strong at the beginning of the first grade, decreased by the end of the year. Discussion of these findings centered on the assertion that children low on reading achievement at the end of first grade are at risk at this time of being less extraverted, more hostile in their social behavior and less task oriented than when they began kindergarten. (Author/MP)

**ED 198 923**

Tingbjorn, Gunnar

**Immigrant Children and Bilingualism.**

Spons Agency—Swedish Commission on Immigration Research (EIFO), Stockholm.

Pub Date—Oct 79

Note—24p.; Paper presented at the Symposium on the Position of the Second Generation of Yugoslav Immigrants in Sweden (Split, Yugoslavia, October 30 - November 1, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Bilingual Education, \*Bilingualism, Bilingual Schools, Cultural Pluralism, Diglossia, \*Educational Policy, Elementary Secondary Education, Foreign Countries, Immigrants, \*Language Maintenance, \*Native Language Instruction, \*Second Language Learning, Swedish

Identifiers—\*Sweden

Since Sweden will never again be a monolingual, monocultural country, new approaches to language instruction in the schools must be developed. Instruction in Swedish and in Swedish as a Foreign Language should be provided for all pupils for whom Swedish is truly a foreign language. Instructional programs should be designed to prevent the development of diglossia—the situation in which two languages or varieties of these are used for differing functions within a single speech community. To attain active bilingualism among immigrant children through instruction in school, seven conditions must be established. In their first language, students must acquire basic reading and writing skills and acquire a thoroughly grounded system of meaning.



In their second language, students should learn pronunciation before approximately the age of 12. In both languages, students should be provided abundant, continuous language stimulation, functional and relevant instruction in technical subjects, and "contrastively-based" instruction provided by specially trained teachers. All languages should be accorded high prestige. Primary school instruction ought to be done in the pupils' first language. The middle school must be bilingual. At the junior high school level instruction should be mainly in Swedish. In high school, immigrant pupils must be given the opportunity to retain and further develop their home languages. (Author/RH)

ED 198 924

PS 012 021

Wardle, Francis

Child Development and Education of Children, Age 0 to 8 in Communities of the Society of Brothers.

Pub Date—[79]

Note—27p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Child Rearing, Children, \*Collective Settlements, Community Characteristics, \*Educational Practices, Elementary Education, Instructional Materials, Prenatal Influences, Preschool Education, \*Religious Cultural Groups, \*Social Environment

Identifiers—Fröebel (Friedrich), \*Society of Brothers

The infant, early childhood and early school programs of the religious communal organization called the Society of Brothers are described in relationship to the basic beliefs of the Society, and to the fact that most of the children in these programs will remain in a Society community after childhood. Begun in 1920 as a reaction to a world that produced World War I, the Society of Brothers now has three communities in the United States and one in England. Since its inception, communal ownership, adherence to certain religious values, and the care of young children have been important aspects of this communal society. A child first enters the Children's House at age 6 weeks for a few hours each day. As the child grows older he or she spends more time, including Saturday and Sunday morning, in the Children's House. At 8th grade level the children attend the local public schools. Characteristics of educational programs from the first through the fourth grade level are described in detail while programs beyond the fourth grade level are briefly outlined. Also described are characteristics of the community, general attitudes toward children, and conditions favoring healthy prenatal development. In conclusion, an attempt is made to compare children who grow up in communities of the Society of Brothers to non-community children. (Author/RH)

ED 198 925

PS 012 022

White House Conference on Families: National Organizations Issue Resource Book.

White House Conference on Families, Washington, D.C.

Pub Date—May 80

Note—266p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Family Life, \*Institutional Role, \*National Organizations, \*Needs Assessment, \*Policy Formation, Religious Organizations, Social Agencies, Voluntary Agencies

Identifiers—Recommendations, \*White House Conference on Families

This resource book was prepared for delegates to the White House Conference on Families (WHCF) for use in formulating family policy recommendations. "Issue Priority Forms," completed by more than 100 national organizations involved in the WHCF process, are presented. Each form includes a topic to be discussed, a high priority issue regarding that topic, and suggests policy, program, and strategy recommendations. Also included in the form is information such as name and address of the organization, phone number, total membership, and the names of people to contact. (Author/MP)

ED 198 926

PS 012 023

Overton, R. Jean And Others

Child Care Program: Competency-Based Curriculum Development. A Suggested Guideline for Postsecondary Programs.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[77]

Note—166p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Associate Degrees, Child Caregivers, College Programs, Community Colleges, \*Competency Based Teacher Education, Course Descriptions, \*Curriculum Development, Early Childhood Education, Employment Opportunities, Minimum Competencies, Post Secondary Education, \*Preschool Teachers, Program Development, Program Implementation, State Curriculum Guides, State Surveys, Task Analysis, Teacher Certification, \*Teacher Education Curriculum, \*Teacher Education Programs

Identifiers—Child Development Associate, North Carolina

This curriculum guide for training preschool teachers in postsecondary institutions is based on the competency-based program developed by North Carolina's Department of Community Colleges. The curriculum is organized so that the individual can exit either at the completion of four quarters of study with a diploma or at the completion of the total curriculum with an Associate in Applied Science degree. Provided in the guide are a brief explanation of each step in the competency-based curriculum development process; a listing of competencies and criteria measures of job performance for child care directors and child care workers (the child care worker competencies are taken from the Child Development Associate (CDA) program); an analysis of job-related tasks; course descriptions; information on program implementation; and the career opportunity survey instrument and task survey instrument used in developing the curriculum. Also included is an overview of preschool centers and preschool education in North Carolina. (Author/JA)

ED 198 927

PS 012 024

Hildreth, Gladys J. And Others

Some Characteristics and Personality Problems of

Children Who Are Victims of Child Abuse.

Pub Date—[76]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Aggression, \*Child Abuse, \*Children, \*Personality Development, \*Personality Problems, Punishment, \*Self Concept, Socialization, Victims of Crime

Identifiers—\*Piers Harris Childrens Self Concept Scale

This paper explores the concept of child abuse. The analysis begins by explaining the problems evident in defining child abuse, and presents the historical development of child abuse prevention. A theoretical discussion on personality development is also included. The second section of the paper describes results of a research project designed to measure the self-concept of 15 children who had been physically abused. Children who had lower average self-concept scores were those with severe injuries as compared to those who were moderately or mildly injured. Younger children had the lowest scores. (Author/MP)

ED 198 928

PS 012 027

Gamm, Cindy, Comp.

[Books on Death, Divorce, and Handicaps for Primary Grades: An Annotated Bibliography].

Pub Date—Jan 81

Note—13p.; Some pages may not reproduce clearly.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliotherapy, Books, \*Children, Childrens Literature, \*Coping, \*Death, \*Disabilities, \*Divorce, Early Childhood Education, Elementary Education, Mental Retardation, Physical Disabilities, \*Reading Materials

This annotated bibliography includes books that were written to help children cope with death, divorce, and various physical and mental handicaps. The grade levels for which each book is appropriate are also provided. (Author/MP)

ED 198 929

PS 012 029

Masnick, George And Others

The Nation's Families: 1960-1990.

Harvard Univ., Cambridge, Mass. School of Public Health; Joint Center for Urban Studies, Cambridge, Mass.

Report No.—ISBN-0-86569-050-2

Pub Date—80

Note—175p.

Available from—Auburn House Publishing Company, 131 Clarendon Street, Boston, MA 02116

(\$17.95; discount of 25% on over 10 copies).

Pub Type—Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—Birth Rate, Cohort Analysis, \*Employed Women, \*Employment Patterns, Family (Sociological Unit), \*Family Characteristics, \*Family Income, Family Mobility, \*Family Structure, Heads of Households, Labor Force, Marital Status, One Parent Family, \*Population Trends, Social Change

This Family Outlook Report provides a detailed analysis of trends in the nation's population, household composition, family structure, and women's working patterns from 1960 to 1990 and describes the implications of these trends for American society. The behavior of groups of individuals born in the same years were followed as they grew older. Among the major findings on changing aspects of the American family are: (1) the low marriage, high divorce, and low fertility rates of today's generation of young adults are consistent with pre-1940 trends, but inconsistent with the pattern of their parents' generation; (2) households made up of married couples will increase only slightly in number between now and 1990, while other types of households will increase dramatically; (3) fewer households will have children present; (4) more wives are working, but their contribution to family income remains small; and (5) a revolution in the impact of women's work on society is approaching. Numerous figures and tables are included. (Author/JA)

ED 198 930

PS 012 031

Otto, Dale E.

Night-time, Out-of-Home Child Care: A Preliminary Report.

Pub Date—Nov 80

Note—27p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Surveys, \*Day Care, \*Program Descriptions, \*Program Effectiveness, Quality Control, State Standards, Young Children

Identifiers—Day Care Licensing, \*Night Child Care

Although approximately 24% of children in all forms of child care in the United States receive evening or overnight care, most nighttime child care is unregulated by state licensing standards and faces a number of serious problems. For example, a survey of licensed centers and licensed day care homes offering night care in Seattle, Washington, revealed the problems facing night care providers to include small and unstable enrollments, high staff turnover, inadequately skilled staff, problems with building security and child abandonment, poor communication with parents, and little help from state licensing staff. The poor quality of night care evident from the survey raises a number of issues (related to the maintenance of decent standards in night care facilities) that should be addressed by child care providers. Because the provision of good quality care seems to be related to the success of state licensing programs, all states should develop differential licensing requirements for night care versus day care. In addition, special licensing consultants should be provided for night care providers. (Author/JA)

ED 198 931

PS 012 033

Lyman, Alexi Crane, Jessie

Caring for the Kids During Family-Centered Programs: A Practical Workbook.

Family Enhancement Program, Madison, Wis.

Spons Agency—Wisconsin State Prevention and Wellness Commission, Madison.

Pub Date—81

Note—129p.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Child Caregivers, Children, \*Cooperative Planning, \*Day Care, Developmental Stages, \*Family Involvement, \*Family Programs, Guidelines, Instructional Materials, Learning Activities, Parent Associations, Parent Participation, Program Development, Scheduling, Space Utilization, \*Volunteer Training

Identifiers—\*Drop In Child Care

This handbook for the nonprofessional provides basic information, organizational suggestions, and

program ideas for operating child care programs which do not require advance registration or regular attendance. The focus is on child care provided in conjunction with "family-centered programs" (such as parent discussion groups) where parents remain on the premises and retain primary responsibility for their children as well as sometimes participating in caregiving. Information and worksheets are provided on developing a child care philosophy, organizing a child care program, planning a schedule, using space and equipment effectively, working out conflicts, and training caregivers. The characteristics of family-program child care, such as the unpredictability of the population of children needing care and the variety of individuals serving as caregivers, are taken into account. Appended are additional practical aids including a detailed description of children's developmental characteristics with appropriate related activities and equipment, sample bibliographies, ideas for a child care notebook, and sample materials from a few parent centers. (Author/JA)

ED 198 932 PS 012 035

Belme, Jillian Gray, Anne

An Analysis of Preschool Teachers' Classroom Language. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 3. Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia). Pub Date—May 80

Note—26p.; For related documents, see PS 011 453, PS 011 843, and PS 012 036.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage. Descriptors—Classroom Communication, Communication Research, Comparative Analysis, Foreign Countries, Language Patterns, Measures (Individuals), Preschool Education, Preschool Evaluation, Preschool Teachers, Program Implementation, Test Construction, Videotape Recordings

Identifiers—Australia, Mount Druitt Early Childhood Project, Teacher Language Instrument. A language evaluation instrument was devised to assess the accuracy of program implementation by teachers of four Australian preschool programs. The Teacher Language Instrument (TLI) categorizes each verbal episode of a teaching interchange for both mode and function. Five general mode categories of teacher language behavior—statements, questions, imperatives, reinforcers, and facilitators—were differentiated. Similarly, five general categories of function—regulatory, heuristic, social, administrative and resource—were developed. Evaluation data were collected on videotape and the classroom events were sampled using a combination of event- and time-sampling procedures. Except for ad hoc recording of all especially significant events, samples of teacher speech were recorded every 15 minutes. The verbal interactions of all four teachers at each school studied were recorded in 10 minute segments. It was found that the four programs were implemented along intended guidelines. Among the results, teachers in the Cognitive and Competency Programs used the questioning mode more frequently than the stating mode, while for the Behaviorist and Contemporary Programs the opposite order occurred. Across all four programs the functions occurred in descending order as follows: regulatory, heuristic, social, resource and administrative. Definitions of mode and function categories, as well as tables depicting percentage of observations by language category and site, are appended. (Author/RH)

ED 198 933 PS 012 036

Belme, Jillian

The Contemporary Australian Preschool Program: Development, Implementation and Evaluation. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 4. Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia). Pub Date—Jun 80

Note—41p.; For related documents, see PS 011 453, PS 011 843, and PS 012 035.

Pub Type—Reports - Evaluative (142) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Disadvantaged, Educational Objectives, Foreign Countries, Open Education, Parent Participation, Preschool Education, Preschool Evaluation, Program Development, Summative Evaluation, Teaching Methods

Identifiers—Australia, Mount Druitt Early Childhood Project

The child-centered Contemporary Australian Preschool Program (CAPP), one of five programs for disadvantaged children in the Mt. Druitt Early Childhood Project, is described and evaluated in this report. Within the CAPP, the child's role was that of initiator and the teacher's role was that of facilitator. Specific objectives of the CAPP were to (1) develop children's self-esteem and self-understanding; (2) encourage children's openness to experience; (3) develop children's sense of trust and enjoyment of interpersonal communications through a variety of social interactions; (4) extend children's ability to benefit from learning experiences; and (5) promote children's physical and cognitive growth. The program's learning activities centered on both spontaneous play in a setting providing opportunities for a wide range of experiences and teacher-initiated exercises in concept development. In order to describe curriculum outcomes and to depict the basic types of interaction going on in the classroom evaluation data were gathered. This data showed that 59% of the time children were observed playing alone or with another child and 41% of the time were observed playing with the teacher. Seventy-four percent of activities were child-structured. A teacher-developed checklist with six scales as well as child studies were used in teacher-based assessment activities. Results of teacher ratings and three child studies are reported. The Skills Checklist and a description of classroom tasks used by teachers for summative assessment are appended. (Author/RH)

ED 198 934 PS 012 037

Takeuchi, Michio Scott, Ralph

Learning Readiness Profiles: A Japanese-American Comparison.

Pub Date—May 81

Note—11p.; Paper presented at the Annual Meeting of the Japan Early Childhood Education Association (Tokyo, Japan, May 15-16, 1981).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Comparative Analysis, Concept Formation, Cross Cultural Studies, Cultural Differences, Early Childhood Education, Foreign Countries, Learning Readiness, Perceptual Motor Coordination, Pilot Projects, Vocabulary Skills, Young Children

Identifiers—Iowa Early Learning Assessment, Japan, Seriation

In order to understand how learning occurs in children from different cultures, the learning profiles of Japanese and American children who ranged in age from 4 to 6 was examined, using the Iowa Early Learning Assessment Instrument (IELA). After the English instructions of the IELA were translated into Japanese the IELA was sent to Japan and was administered individually to 13 males and 12 females. Results were sent to the United States where the children's performance on five subtests of the IELA (seriation, visual motor, classification, vocabulary, and concepts) was compared with norms obtained in the IELA testing of American children. Results indicated that the Japanese average scores on the seriation and visual motor subtests were higher by more than one standard deviation than those of the American children and that the Japanese scores on the classification and concepts subtests were substantially above the American average. However, on the vocabulary subtest the Japanese scores were lower than the American, particularly among girls. These results are consistent with previous findings which showed Chinese and Japanese children performing higher in mathematics than their American counterparts. (Author/MP)

ED 198 935

Sprafkin, Joyce N. And Others

The Effects of Television on Institutionalized Children.

Pub Date—Apr 81

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Speeches/Meetings Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Aggression, Altruism, Discussion Groups, Institutionalized Persons, Intervention, Prosocial Behavior, Television Viewing, Young Children

Identifiers—Media Effects

The extent to which television can be used to promote prosocial behavior is examined in this study. A total of 132 boys and girls (age range 8 to 18 years) with behavior problems serious enough to require institutional care participated in the study. The average IQ (WISC) was approximately 88. In the course of a year each of four treatments was administered on three facility wards. Administration consisted of one week of baseline assessment, two weeks of treatment, and one week of follow-up assessment. Each treatment condition included either a prosocial or control TV diet and either the presence or absence of a post-viewing discussion session. The prosocial films were selected for high prosocial and low aggressive content. The control TV diet was based on the youngsters' typical viewing habits. The TV diets were composed of 10 half-hour programs. Among the results, youngsters exposed to prosocial TV programs exhibited more altruistic behavior, less verbal aggression, and less destructive behavior in comparison to youngsters exposed to violence-laden programs. Children who were initially more aggressive benefited most from exposure to the prosocial programs; that is, the frequency of their altruistic behaviors increased more than did those of the less aggressive youngsters. While the discussion in the prosocial diet condition, which highlighted moralistic motivations, appeared to undermine positive program effects, adult-led discussion apparently can minimize the impact of violent programming. (Author/RH)

ED 198 936 PS 012 040

Nutritional Standards for School Nutrition Programs.

New Jersey State Dept. of Education, Trenton. Bureau of Child Nutrition Programs.

Pub Date—Jan 81

Note—26p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, Breakfast Programs, Elementary Secondary Education, Federal Aid, Federal Legislation, Federal Programs, Federal Regulation, Food Service, Food Standards, Lunch Programs, Nutrition

Identifiers—Federal Surplus Foods Program

This document identifies the federal nutrition standards required in order to claim cash reimbursement and donated United States Department of Agriculture (USDA) commodities for meals served through school lunch or school breakfast programs. Minimum serving requirements for school lunch and school breakfast patterns are detailed by age/grade groups. Described in detail are alternate bread items (for example, bagels and doughnuts) which may be used to meet the bread requirements; restrictions on the sale of extra food items during serving periods; numbers of suggested food choices for breakfast and lunch; and tips for reducing plate waste and for increasing student participation in the School Nutrition Program. (Author/JA)

ED 198 937 PS 012 041

McDermott, John J.

Do Not Bequeath a Shame. The Child in the Twenty-First Century: Innocent Hostage to Mindless Oppression or Children as Messengers to the World.

Pub Date—80

Note—12p.; Paper presented at the American Montessori Society Annual Seminar (20th, New York, NY).

Available from—American Montessori Society, 150 Fifth Avenue, New York, NY 10011 (\$1.50). Journal Cit—American Montessori Society Bulletin; v18 n3 1980

Pub Type—Speeches/Meetings Papers (150) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Innovation, \*Educational Methods, \*Educational Philosophy, \*Futures (of Society)  
Identifiers—Montessori (Maria), \*Montessori Method

In this paper, which projects a global image of the future of the world, the Montessori approach to education is advanced as a way of preparing coming generations to meet the challenges of the future. (Author/RH)

**ED 198 938 PS 012 043**

Powell, Jack V.

**A Field-Based Approach to the Validation of Behavioral Competencies for Young Children.**

Pub Date—Jan 80

Note—16p.; Filmed from best available copy. Paper presented at the meeting of the International Congress on Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Behavioral Objectives, \*Cognitive Objectives, \*Curriculum Development, \*Early Childhood Education, Elementary Education, Elementary School Teachers, Guidelines, Inservice Teacher Education, Instructional Development, \*Learning Activities, \*Learning Processes, Preschool Teachers, Teacher Attitudes  
Identifiers—Bloom's Taxonomy, Briggs (L), Gagne's Taxonomy, Validity Research

The development of a field-based approach to the validation of behavioral competencies for young children which reflect the theories of Bloom, Gagne, and Briggs is described in this paper. In Spring 1974, a list of 45 behaviors developed by the author was initially presented to the 50 faculty members of the Athens, Georgia, Child Development Centers. Each of the 50 members was asked to rate each item in the list on a 4-point scale ranging from most appropriate to inappropriate. Thirty-six of the items were rated as most appropriate or appropriate. From summer 1974 until the end of winter 1979, the validation process was continued. During this period a total of 615 subjects responded to the list. These respondents were preschool, kindergarten, and elementary school teachers participating in 14 staff development workshops, and undergraduate and graduate students enrolled in the early childhood program at the University of Georgia. A final list of 27 behaviors, believed to be integral objectives for the education of young children, was obtained from these validation processes. Specific lesson plans are outlined for each behavior. The final list of behaviors is presented in tabular form. (Author/MP)

**ED 198 939 PS 012 045**

Goetz, Elizabeth And Others

**Early Writing: A Developmental Approach.**

Kansas Univ., Lawrence. Dept. of Human Development.

Pub Date—Nov 80

Note—70p.; Papers presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Disabilities, Early Childhood Education, Educational Theories, \*Handwriting Instruction, \*Handwriting Readiness, \*Handwriting Skills, Motor Development, \*Preschool Curriculum, Teaching Methods, \*Young Children  
This document consists of four papers on the acquisition of writing skills by young children. The first paper provides a historical and developmental perspective on early writing. Children's development of manual dexterity is briefly overviewed and aspects of the educational approaches of Pestalozzi, Montessori, Chomsky, Rogers and Ashton-Warner as well as the programs of O.K. Moore and Bereiter and Engelmann are pointed out. The second paper briefly explores two questions: When is a child ready to learn the handwriting skill? and How is the handwriting skill taught? An organic reading program is briefly described. The third paper discusses 10 skill areas that can be used as assessment criteria, bases for developing writing readiness, or bases for increasing writing ability. The fourth paper presents a method of controlling children's initial responses when learning to make letters. The procedure is

designed to eliminate errors and reversals so that children can be successful regardless of their conception of the left-right orientation. This final paper also presents a practical method for teaching "at risk" children and children with special needs how to write their names. (Author/RH)

**ED 198 940 PS 012 046**

Moore, Patricia W. And Others

**Day Care Consumer Profile: Analysis of Subsidized Day Care Population as of July 1, 1980.**  
Massachusetts State Dept. of Social Services, Boston.

Pub Date—Nov 80

Note—27p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Day Care, \*Eligibility, \*Family Characteristics, Family Income, Family Status, \*Federal Aid, Federal Programs, Fees, \*Financial Support, One Parent Family, Policy Formation, \*Profiles, Questionnaires, Statistical Distributions  
Identifiers—Aid to Families with Dependent Children, Massachusetts, Social Security Act Title XX

The Massachusetts "Day Care Consumer Profile" describes the consumers of publicly subsidized day care in the Department of Social Services' Day Care Program. The Department of Social Services which is the Title XX Agency in Massachusetts, serves over 13,000 children across the state in contracted day care programs. The "Profile" contains information on both the reasons for which families use publicly subsidized day care, and the income of those families. It also describes the Department's newly implemented sliding fee scale for day care, and the eligibility requirements for publicly subsidized day care. The study through which the "Profile" data were collected found that over half of the families using publicly supported day care receive Aid for Families with Dependent Children (AFDC), and that 74% of the day care consumers either are employed or participate in employment directed training programs. This figure is almost identical for both the AFDC recipient population and the non-recipient population. The "Profile" also includes data on families which use publicly subsidized day care on a part-time basis, on families with more than one child in day care, on single head-of-household families, and on foster families using publicly subsidized day care. (Author/MP)

**ED 198 941 PS 012 049**

Grossman, Michael And Others

**Determinants of Children's Health. Final Report.**

National Bureau of Economic Research, Inc., New York, N.Y.

Spons Agency—National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Pub Date—Feb 80

Grant—1-R01-HS-02917

Note—296p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Adolescents, Black Youth, \*Children, \*Cognitive Development, Dental Health, Eating Habits, Educational Attainment, \*Family Characteristics, Family Income, Mothers, \*Nature Nurture Controversy, Nutrition, Physical Development, \*Physical Health, Preventive Medicine, Racial Differences, Whites

The purpose of this research is to investigate empirically the determinants of children's health with particular reference to home and local environmental variables such as family income, parents' schooling, preventive medical care, and health manpower availability. Wherever possible, children's health is studied in the context of the nature-nurture controversy. After an introductory chapter, Chapter Two examines the relationship between a number of family characteristics and the health of white, 6- to 11-year-old children during the period 1963 through 1965. Chapter Three explores race and income differences in the same data set. In Chapter Four, the health of white 12- to 17-year-old adolescents during the period 1966 through 1970 is examined. In Chapter Five, the pure environmental contribution of family background, parents' schooling and family income to the health of adolescents is examined. In Chapters Six and Seven, relationships among children's growth, diet, and family background are explored. Findings indicate that family characteristics (especially mother's schooling) do have significant impacts on children's health and that preventive care is an important vehicle for this impact in the case of dental health but not in the

case of physical health. Similarly, the greater availability of dentists has a positive impact on dental health, but greater availability of pediatricians does not alter the physical health measures. (Author/RH)

**ED 198 942 PS 012 051**

**A Parent's Guide to Day Care.**

Center for Systems and Program Development, Inc., Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.—DHHS-OHD-80-30254

Pub Date—Mar 80

Contract—HEW-105-77-1039

Note—85p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Check Lists, Child Caregivers, \*Childhood Needs, \*Day Care, Day Care Centers, Educational Facilities, Family Day Care, Federal Programs, Guidelines, \*Information Sources, National Organizations, \*Parent Role, Parent Teacher Cooperation, Preschool Education, Public Agencies, Publications, School Activities, \*Selection

Guidelines to help parents select day care centers are presented in this book. Four aspects (the caregiver, the setting, the quality of the day care activities, and the cost of care) which constitute good quality day care and which parents need to consider before beginning their search are discussed in Part One. Suggestions for the selection of a particular type of day care such as family day care, in-home care, and the day care center, are included in Part Two. This section also includes a checklist designed to help parents determine whether their selection is the best arrangement for their children. Some common day care problems (such as the caregiver who does not talk with parents about their children, or the child who continues to be unhappy about the day care after time has gone by) and some suggested ways to handle these problems are discussed in Part Three. People, national organizations, government agencies, and publications that can be of use to parents in the process of selecting day care are listed in Part Four. (Author/MP)

**ED 198 943 PS 012 052**

Nye, W. Chad And Others

**The Development of the Concept of God in Children.**

Pub Date—31 Jan 81

Note—23p.; Paper presented at the Annual Interdisciplinary USC-UAP International Conference on Piagetian Theory and the Helping Professions (11th, Los Angeles, CA, January 31, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, Age Differences, Catholics, \*Children, \*Concept Formation, \*Developmental Stages, Elementary Secondary Education, Protestants, \*Religious Cultural Groups, Religious Education

Identifiers—God (Concept), Piagetian Theory

The development of the concept of God was assessed among 120 children between the ages of 5 to 16 years who attended private Protestant and Catholic day schools in the San Diego area. All children participated in a semi-clinical interview. Twelve interview questions were asked as the first step of a probing technique used to initiate a dialogue between the examiner and child. Probing and transcribing of responses continued until answers became repetitive or no response was forthcoming. Responses were listed according to order of appearance across three age levels (5-8, 9-12, 13-16) and were categorized in terms of level (I or II) according to their concreteness or abstractness. Data were analyzed for each of the 12 questions for each denominational group using a chi square test of significance to assess the relative strength of the relationship between the age by level distinction. A second chi square procedure was then applied to the data to assess the relative strength of the effects of formal religious instruction on the concrete/abstract level of response at each age level. Results suggest that the view of God of young children does not differ across religious affiliation/background. However, with development and increasing flexibility in thinking abstractly, it appears that instruction can have an impact on the child's view of God. (Author/RH)



## ED 198 944 PS 012 056

Choudhury, M. Khazruzzaman Obaidullah, A. K. M.

**Outdoor Primary Education in Bangladesh. Experiments and Innovations in Education No. 40.** United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—80  
Note—60p.; Sponsored by the Asian Programme for Educational Innovation for Development (APEID).

Available from—UNIPUB, 345 Park Avenue South, New York NY 10010 (No price quoted).  
Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Curriculum Development, \*Educational Finance, \*Educational Innovation, \*Educational Objectives, Instructional Program Divisions, \*Outdoor Education, \*Primary Education, Program Descriptions, \*Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes

Identifiers—Bangladesh

A brief description of the development, implementation, and evaluation of the Outdoor Primary Education project in Bangladesh is presented in this booklet. A description of the development of the current primary education system in Bangladesh along with a description of the reasons that led to the development of the project are briefly provided in Chapter I. The project's objectives are outlined in Chapter II. These objectives were (1) to make primary education interesting and attractive to young students so that the large drop-out rate could be reduced to some extent; and (2) to provide a realistic and practical education for primary school children. Descriptions of the project's curricula materials, the teacher's guide, the resources and financing of the project, and the innovative features of the project are included in Chapters III through V. The attitudes of teachers, guardians, students, and officers regarding the project are summarized and discussed in Chapter VI. A more detailed description of the objectives and activities of primary education in Bangladesh, a list of the schools selected for the project, and a copy of the questionnaire used in an evaluation of the project are given in the annexes. (Author/MP)

## ED 198 945 PS 012 057

Gonzalez-Mena, Janet Eyer, Dianne Widmeyer

**Infancy and Caring.**

Pub Date—80

Note—166p.

Available from—Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301 (Paper, \$6.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attachment Behavior, \*Child Caregivers, \*Child Development, Classroom Environment, Cognitive Development, Curriculum Development, \*Educational Principles, Guidelines, Infant Behavior, \*Infants, Job Training, Language Acquisition, Motor Development, Psychological Needs, Self Evaluation (Individuals), \*Student Teacher Relationship, Teacher Role

Designed for caregivers who work with infants in day care centers, family day care programs, Home Start infant programs, and programs for the developmentally disabled, this book provides guidelines for establishing a respectful, responsive, and reciprocal relationship between the caregiver and the infant. Ten principles for promoting this kind of relationship are outlined in Chapter 1 and discussed in detail in Chapter 2. Chapter 3 describes basic caregiving tasks, and how the caregiver can promote infants' development, and teach them self-help skills. Chapter 4 defines infant education and suggests ways of further facilitating infants' development. Chapter 5 shows how the principles of caregiving are related to an infant center curriculum. Chapter 6 demonstrates the importance of attachment and suggests ways of promoting it. Chapters 7 and 8 discuss the development of the sensory and motor systems, perception, intelligence, and language. Chapter 9 examines the emotions of infants and ends with a discussion of the development of a sense of self. A chart showing levels of development, the caregiver's role at each level, and appropriate physical environments (including toys and equipment) is presented in the appendix. (Author/MP)

## ED 198 946

Brooks, Jane B.

**The Process of Parenting.**

Pub Date—81

Note—367p.

Available from—Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, CA 94301 (Paper, \$6.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, \*Behavior Change, \*Child Development, Children, Coping, \*Emotional Experience, \*Employed Women, Guidelines, Infants, One Parent Family, \*Parent Education, \*Parent Role, Resources, Theories

Identifiers—\*Parenting, Stepparents

Written to help couples prepare for parenthood and to improve the effectiveness of parents, this book provides extensive guidelines and background information for accomplishing the basic tasks of parenting. Chapter One depicts parenting as a process, delineates parents' tasks and describes how parents learn to be parents. Based on Erikson's theory of development, Chapter Two discusses parenting in relationship to the human life cycle. Chapters Three and Four examine the basic assumptions and techniques of five strategies of parenting that focus either on feelings or on changing behavior. Human development from birth through adolescence is discussed in Chapters Five through Ten. Chapter Eleven describes women's reasons for entering the work force and possible effects of mother's employment on children. Focused on single parenting, Chapter Twelve examines the experiences many parents go through as they cope with disruption of the family unit, come to terms with that loss, and establish new life patterns. Guidelines for stepparenting are provided in Chapter Thirteen. The concluding Chapter briefly indicates the resources (both inner and outer) parents can draw on when their children face severe problems. (Author/RH)

## ED 198 947

Chapman, Sarah A.

**The History of Early Childhood Education, Creative Movement and Dance: The Past Speaks to the Future.**

Pub Date—Nov 80

Note—10p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Dance, \*Early Childhood Education, Elementary Education, \*History, \*Movement Education

An historical review reveals that dance in education has gained increasing recognition and credibility throughout America during the past 60 years. Introduced as a small part of the physical education activity program during the 1920s and 1930s, it has expanded and matured to become an essential component of many early childhood and elementary education programs. Its emergence as an integral part of a child's educational experience is a recent phenomenon, but the foundation for its introduction began with the work of Gertrude Colby and Bird Larson in the early 1920s. Historical factors and trends have placed dance education in a dynamic, ever-changing position, often resulting in confusion and uncertainty about its role in the cognitive, physical, and emotional development of the child. The decades of the 1960s and 1970s, however, have reflected continued growth, expansion, and clarification related to dance and the child. The decade of the 1980s once again pauses on the threshold of new frontiers. Understanding the role of early dance education will offer a significant contribution to the 1980s in the form of a humanistic, creative, and revitalized expansion of the movement world for the young child. (Author/RH)

## ED 198 948

Kamii, Constance

**The Scientific Foundation of Education.**

Pub Date—5 Dec 80

Note—10p.; Paper presented at a Celebration in Honor of Jean Piaget (Chicago, IL, December 5, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## PS 012 058

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, \*Educational Theories, Elementary Secondary Education, \*Learning Processes, Moral Development, \*Research Needs

Identifiers—Autonomy (Personal), \*Behaviorism, \*Constructivism, Piagetian Theory

Education is not a respected profession because educational practice is not based on a solid body of scientific research and theory. Education is at a pre-scientific or early scientific stage of development. Attempts by educators to base their practice on behavioral science fail because behaviorism encompasses only a narrow segment of human learning. Counterexamples to behaviorism are abundant. Certainly, if children are to be taught to stay off the street or to memorize the multiplication tables, the behavioral perspective is appropriate. But, within the broader perspective of children's acquisition of knowledge and moral values, behaviorism is inadequate. Piaget studied these issues and concluded that rather than being learned directly by internalization, both knowledge and morality are constructed by children in interaction with their environment. Critical issues and implications are associated with the behaviorist/constructivist controversy. Behaviorism may tend to produce children who are oriented toward being governed by somebody else, whereas the constructivist approach may encourage children to become self-governing. Piaget recognized that education is and must remain an art—but also must become an art based on a vast amount of scientific knowledge. The tools needed to produce that knowledge are the contribution of Jean Piaget. (Author/RH)

## ED 198 949

## PS 012 077

Nieman, Ronald H. Gastright, Joseph F.

**The Long Term Effects of ESEA Title I Preschool and All Day Kindergarten: An Eight Year Follow-Up Study.**

Cincinnati Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 11-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Cognitive Development, Comparative Analysis, \*Disadvantaged Youth, \*Elementary School Students, Follow-up Studies, Grade 4, Grade 8, \*Kindergarten Children, Mathematics, \*Preschool Education, \*Program Effectiveness, Reading Achievement

Identifiers—\*Elementary Secondary Education Act Title I, Metropolitan Achievement Tests, Ohio (Cincinnati)

This eight-year follow-up study, examining the educational impact of a compensatory early childhood program upon disadvantaged students, compares mean scores of the treatment group of 410 former preschool and all day kindergarten students with those of a comparison group of 141 traditional half day kindergarten students. Empirical evidence shows that, at the end of both the fourth and eighth grades, the treatment group scored significantly higher on both the total reading and total math subtests of the Metropolitan Achievement Test. Additional data indicate that the treatment group had a lower incidence of grade failure and placement in special education. (Author/MP)

## ED 198 950

## PS 012 078

Perry, Kathryn Senn Moore, Gary T.

**Employers and Child Care: Establishing Services Through the Workplace. Pamphlet 23.**

Women's Bureau (DOL), Washington, D.C.

Pub Date—Jan 81

Note—97p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Building Design, \*Day Care Centers, Employer Employee Relationship, \*Facility Planning, Financial Support, \*Fringe Benefits, Guidelines, Legal Responsibility, National Surveys, Preschool Education, Program Administration, \*Program Development, Tax Allocation

Identifiers—Employer Surveys

Guidelines for planning child care services and information about employer-related child care services are presented as an aid to employers, union leaders, and employee groups. Guidelines are provided for (1) planning child care involvement (setting

up a task force, doing a needs assessment and a cost analysis, and choosing from the various forms of child care involvement; (2) funding (identifying the tax and liability features of specific program approaches, and investigating union and outside sources of funding); (3) operating a program (administering, licensing, developing the philosophy and curriculum, and staffing); and (4) establishing a child care facility (determining the location and type of facility, deciding on the architectural design, and choosing flexible furnishings and equipment). Bibliographic references are included for each guideline section. In addition, current government support for child care services is identified. Results of a 1978 survey, revealing the number and characteristics of employer-sponsored and union-sponsored centers in the United States and the benefits reported by employers and employees, are reported. Appended are listings of child care centers sponsored by industry, labor unions, government agencies, and hospitals. (Author/JA)

ED 198 951

PS 012 079

Embry, Dennis D. Malfetti, James L.

**Reducing the Risk of Pedestrian Accidents to Preschoolers by Parent Training and Symbolic Modeling for Children: An Experimental Analysis in the Natural Environment. Research Report Number 2 of the Safe-Playing Project.**

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Spons Agency—AAA Foundation for Traffic Safety, Falls Church, Va.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0308

Note—161p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cost Effectiveness, Modeling (Psychology), National Programs, Observation, Parent Education, \*Parent Workshops, Postsecondary Education, \*Preschool Children, Preschool Education, \*Program Effectiveness, Research Design, Research Needs, \*Safety Education, \*Story Reading, \*Traffic Safety

A traffic safety program consisting of a workshop for parents and the use of special storybooks with their children was effective in reducing 13 preschool children's entries into the street to a rate approximately 10% of that previously observed. The program also increased parents' use of praise and reward for safe play and children's correct identification of photographs depicting safe play, while reducing the rate at which parents reprimanded their children for unsafe play. A multiple-baseline design across subjects was used to assess program effects among the 13 preschool children and their parents who participated in observational and treatment phases of the experimental program. The study involved two conditions: a baseline condition in which behavioral and conceptual data related to play safety were collected and a treatment condition providing workshops for parents and story reading for their children. Through slide-show/lecture, videotapes and behavioral rehearsal, parents were taught ways to improve the safety of their children's play. Children were read storybooks that elicited responses to approximately 25 questions and emphasized safe play. Home-based observations were conducted during the parent workshop and storybook condition. Effects of the intervention were maintained for 5 to 6 months after participation in the study. Upon completion of the study, preliminary estimates of the costs and benefits of dissemination of the materials to all organized day care centers and preschools in the United States were made. (Related materials are included in seven appendices.) (Author/RH)

ED 198 952

PS 012 084

Suarez, Cecilia Cota-Robles

**Testimony to California Governor's Advisory Council on Child Development Programs - Bilingual/Bicultural Education (Los Angeles, California, February 14, 1981).**

Pub Date—Feb 81

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), \*Bilingual Education, \*Day Care, \*Individual Development, \*Minority Group Children, \*Multicultural Education, Preschool Education,

Program Development, Psychological Needs, \*Spanish Speaking

Linguistically and culturally relevant child care services should be made available for the large population of Hispanic children in the United States. Child care services must be linguistically and culturally relevant because the rejection of first language and culture can hinder the psychological and social development of minority children. One research study indicates that low self-concept among Chicano Spanish-speaking students is related to their school's restriction on speaking Spanish in school. Conversely, another study finds that East Los Angeles Chicano adolescents who identify with the Chicano culture are better adjusted, more adaptive to conflicts and more open-minded. The Hispanic child should not be subjected to a hostile child care program, such as one based in deprived model theory. The predominant theory used in early childhood education programs for minority children, the deprived model assumes that low-income or minority children have deficient home experiences and supports the notion that the minority child is incapable of functioning adequately in an educational setting. A bilingual, culturally relevant child care environment based on children's needs, interests, culture and language should be provided for the Hispanic child. (At the conclusion of this argument six recommendations for the provision of child care to Hispanic children are offered.) (Author/RH)

ED 198 953

PS 012 109

**Better Health for Our Children: A National Strategy. The Report of the Select Panel for the Promotion of Child Health to the United States Congress and the Secretary of Health and Human Services. Volume I: Major Findings and Recommendations.**

Public Health Service (DHHS), Rockville, Md.

Report No.—DHHS-PHS-79-55071

Pub Date—81

Note—452p.; For other volumes of this report, see PS 012 110-112 and PS 012 137.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-002-00140-2, \$8.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Accident Prevention, \*Children, Federal Programs, Financial Support, Health Education, Health Needs, Health Personnel, \*Health Programs, \*Health Services, \*Mothers, Needs Assessment, Nutrition, Pregnancy, Problems, \*Program Evaluation, \*Program Improvement

This first volume of the 1981 Report of the Select Panel for the Promotion of Child Health presents the panel's major findings and recommendations in several areas of maternal and child health. Section I, the Introduction, addresses five major concerns related to health care that were identified by the panel. These concerns were (1) that programs to prevent disease and promote health are neither available nor adequately used even when available; (2) that sharp disparities persist in both health status and use of health services according to family income, ethnic background, parental education, and geographic location; (3) that the current health care system insufficiently recognizes or supports the role of the family as the primary source of health care for children; (4) that the organizational, administrative, financial, and professional training aspects of today's health care system have not been adapted to cope with current family health problems; and (5) that public health programs are not working effectively in relation to one another. Sections II through V discuss in detail these concerns and focus in particular on how they can most effectively be dealt with in the 1980s and beyond. (Author/RH)

ED 198 954

PS 012 110

**Better Health for Our Children: A National Strategy. The Report of the Select Panel for the Promotion of Child Health to the United States Congress and the Secretary of Health and Human Services. Volume II: Analysis and Recommendations for Selected Federal Programs.**

Public Health Service (DHHS), Rockville, Md.

Report No.—DHHS-PHS-79-55071

Pub Date—81

Note—138p.; For other volumes of this report, see PS 012 109-112 and PS 012 137.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-002-00141-1, \$4.25).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Children, Disabilities, \*Federal Programs, \*Health Needs, Health Services, Mental Health Programs, \*Mothers, Pregnancy, Program Descriptions, \*Program Effectiveness, Program Evaluation

Identifiers—Early Periodic Screening Diagnosis and Treatment, Education for All Handicapped Children Act, Social Security Act Title V, Special Supplemental Food Program Women Infants Child

This second volume of the 1981 Report of the Select Panel for the Promotion of Child Health presents an examination of selected federal programs affecting maternal and child health and proposes detailed recommendations for federal legislative, regulatory, and other administrative improvements. Five federal programs, identified by the panel as having a particular positive impact on maternal and child health, are reported. These programs are Title V of the Social Security Act; Medicaid and EPSDT (Early and Periodic Screening, Diagnosis, and Treatment); WIC (Special Supplemental Food Program for Women, Infants and Children); Public Law 94-142 (Education for all Handicapped Children Act); and Community Mental Health Centers and Service Systems. The analysis of each program includes a summary of major recommendations, a brief description of the program (including an evaluation of its strengths and weaknesses), and a plan which includes specific recommendations for program improvements. The histories, purposes and accomplishments of 10 additional programs which play an important role in the delivery of health and health-related services are also briefly described. A full list of federal programs directly or indirectly related to maternal and child health is listed in Appendix A. (Author/MP)

ED 198 955

PS 012 111

**Better Health for Our Children: A National Strategy. The Report of the Select Panel for the Promotion of Child Health to the United States Congress and the Secretary of Health and Human Services. Volume III: A Statistical Profile.**

Public Health Service (DHHS), Rockville, Md.

Report No.—DHHS-PHS-79-55071

Pub Date—81

Note—333p.; For other volumes of this report, see PS 012 109-112 and PS 012 137.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-002-00142-9, \$7.50).

Pub Type—Reports - Research (143) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Background, Birth, \*Children, Environmental Influences, Health Conditions, Health Needs, \*Health Services, \*Mothers, Pregnancy, Social Influences, Tables (Data)

Identifiers—\*Health Status

This third volume of the 1981 Report of the Select Panel for the Promotion of Child Health presents a compendium of background data on various aspects of maternal and child health in the United States. The volume is divided into two sections. Section I consists of six chapters of text and Section II consists of 120 tables. The text is designed to facilitate interpretation of the tables, to highlight the data, and to provide references to recent analytic studies and major sources of data. Section I discusses the following topics: the changes which have occurred in children's living conditions; the conditions influencing and surrounding the beginning of life, including fertility, family planning, parental and hospital care, and the health status of the newborn; the environmental and social factors influencing family health; the health status and needs of children and youth; the resources available for health care of children; and the use of health services. Selection of the tabular data presented in Section II is based on five criteria: population coverage (national or large subgroups of the U.S. population), statistical reliability and validity, timeliness, importance to public health or social medicine, and relevance to social policy. An index of tables relevant to each chapter in Section I is provided in order to facilitate use of the tables. (Author/MP)

ED 198 956

PS 012 112

**Better Health for Our Children: A National Strategy. The Report of the Select Panel for the Promotion of Child Health to the United States Congress and the Secretary of Health and Human Services. Volume IV: Background Papers. Public Health Service (DHHS), Rockville, Md. Report No.—DHHS-PHS-79-55071**  
 Pub Date—81

Note—925p.; For other volumes of this report, see PS 012 109-111 and PS 012 137.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-002-00143-7, \$10.00).

Pub Type—Reports - Evaluative (142) — Collected Works - General (020)

EDRS Price - MF06/PC37 Plus Postage.

Descriptors—Adolescents, \*Background, \*Children, \*Females, Financial Support, \*Health Needs, Health Personnel, Health Programs, \*Health Services, Infants, Information Needs, Policy Formation, \*Pregnancy, Program Administration, Program Development, Research Needs, Workshops

This fourth volume of the 1981 Report of the Select Panel for the Promotion of Child Health presents a collection of commissioned papers prepared in order to provide working groups of the panel with background information on major areas of health care and health policy toward children and pregnant women. The papers are grouped according to the following topics: health protection and promotion; health services needed by children, adolescents, and pregnant women; access of children and pregnant women to health care; financing and organization of health services; health manpower; planning and administration of health services; and research and information that is still needed in relation to maternal and child health. Also included is a summary of the proceedings of the Panel's workshop on organization of health services, held February 21 to 22, 1980. The Workshop focused on a description of six organizational mechanisms for providing needed health services to infants, children, and pregnant women, sources of support for improved existing organizational mechanisms, and ways of ensuring effective use of federal child health funds. (Author/MP)

ED 198 957

PS 012 113

**Engberg, Agnete**  
**Early Childhood- and Pre-school Education in Denmark.**

Ministry of Education, Copenhagen (Denmark).  
 Pub Date—79

Note—12p.; Contains small print.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Childhood Needs, \*Early Childhood Education, Educational Finance, Educational Legislation, \*Educational Objectives, Foreign Countries, Kindergarten, Nursery Schools, Pre-school Education, \*Program Content, Transitional Classes, \*Young Children

Identifiers—\*Denmark

These two booklets provide overviews of educational programs for young children in Denmark. The first booklet briefly outlines recent initiatives in preschool education. Four types of preschool institutions currently in operation are indicated. The major portion of the booklet is focused on the aims and methods of day nurseries, nursery schools/kindergartens, and preschool classes. In conclusion, school administration, school finance and teacher training are discussed. The second booklet presents a summary of an investigation of various dimensions of home-school cooperation in the years immediately before and after children start school. Basic pedagogical and organizational issues, which may require changes in legislation or new regulations, are raised in the discussion of preschool classes, day care problems, home-school cooperation, the curriculum, and needed change in the structure of large schools. Specific legislative changes and an experimental program are recommended. In conclusion, the economic consequences of the proposals are pointed out. (Author/RH)

ED 198 958

PS 012 114

**Honig, Alice S.**  
**Meeting the Needs of Infants.**

Pub Date—8 Apr 81

Note—11p.; Paper presented at the Family Day Care Technical Assistance Conference (Atlanta, GA, April 8, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, \*Child Development, \*Childhood Needs, \*Family Day Care, Guidelines, \*Infants, Preschool Education, \*Teacher Role

Day care providers can meet the needs of infants by providing security and affection through bodily contact, approving and admiring glances, and gentle and firm vocal responses. The caregiver should also be able to employ developmental theory as a way toward providing appropriate stimuli and responses to infants at various stages of development. Developmental theory is especially relevant to the caregiver's handling of infant misbehaviors, responding to the moods of babies, and providing appropriate learning experiences. Caregivers have to become creative arrangers of learning experiences with people and objects. Toys and interactions should give feedback to the baby. By improving their noticing skills, providers can encourage infants' attempts at problem solving and can forestall discouragement, boredom or frustration. In addition to knowledge of developmental level, caregivers should have knowledge of infants' individual strengths. Fewer emotional upsets will result when providers set goals and tasks that each baby can succeed at with a bit of trying. (At the conclusion of this presentation, six guidelines for day care providers are offered.) (Author/RH)

ED 198 959

PS 012 115

**[The Folkeskole: The Danish Primary and Lower Secondary School].**

Ministry of Education, Copenhagen (Denmark).  
 Pub Date—79

Note—24p.; Some pages may not reproduce clearly.  
 Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Core Curriculum, \*Educational Legislation, \*Educational Objectives, \*Elective Courses, \*Elementary Secondary Education, Foreign Countries, Instructional Program Divisions

Identifiers—\*Denmark, \*Folkeskole

These three booklets provide information about the Danish primary and lower secondary school (the Folkeskole). The first booklet presents a translation of the major portion of the legislative authority for the schools: Act No. 313 of 26th June, 1975, as amended. The Act is organized in chapters covering (1) the conception and aims of the Folkeskole, (2) the organization of educational activities, (3) the organization of the school system, (4) the qualifications of teachers, (5) compulsory education, (6) appropriations for the Folkeskole, and (7) other provisions. The second booklet lists the aims of compulsory and optional subjects taught in primary and lower school up to and including the tenth form. Aims of instruction in several additional optional subjects, such as typing, film, child care, and vocational studies, are listed in the third booklet. (Author/RH)

ED 198 960

PS 012 122

**Elbers, Loekie**  
**Cognitive Principles of Babbling: A Case Study.**

Report 21.

Pub Date—Feb 80

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, \*Child Language, \*Cognitive Development, \*Concept Formation, \*Developmental Stages, Foreign Countries, \*Infant Behavior, \*Language Acquisition, Language Research

Identifiers—Continuity, \*Netherlands, Vocalization

A case study of the period of repetitive babbling in one Dutch infant is reported. Repetitive babbling is seen as a systematic and continuous process, during which the child is applying certain strategies in order to form concepts concerning the possibilities of his or her articulatory apparatus. Strategies identified are: (1) variation strategies, which consist of the systematic varying of an articulatory dimension, and (2) combination strategies, consisting of the

combining of articulatory acts which previously have been exercised separately. Three stages are distinguished in the development of repetitive babbling. In the first stage the articulatory dimensions of "voice" and "closure" are discovered and their interrelationships are investigated. Babbling proceeds from vocalization to repetition. In the second stage the dimension of "duration" is varied and the effects of this variation on "voice" and "closure" are observed. Concatenations appear after repetitions in babbling. In the third stage the articulatory dimensions of "place of articulation" and "stress" are systematically investigated. Some global imitative tendencies may arise. Mixing and differentiation of babbles occur after concatenation and repetition. The subsequent stages of jargon babbling and first words are briefly discussed and their continuity with repetitive babbling is pointed out. Objections to a continuity approach to babbling are critically discussed and some areas for future research are indicated. (Author/RH)

## RC

ED 198 961

RC 011 624

**Hanna, Cornelia B. Levermann, D.**  
**First Chance Outreach. Del Rio First Chance Early Childhood Program.**

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; San Felipe Independent School District, Del Rio, Tex.

Pub Date—75

Note—58p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Students, Diagnostic Tests, Disabilities, \*Early Childhood Education, English, \*Exceptional Persons, Handicap Identification, Home Instruction, Home Visits, \*Individualized Instruction, \*Intervention, Language Skills, Language Tests, Mexican Americans, \*Parent Participation, Parent School Relationship, Preschool Children, \*Screening Tests, Spanish Speaking, Special Education

Identifiers—\*Texas (Del Rio)

In order to help handicapped children function in regular school programs by the time they enter first grade, the First Chance Early Childhood Program provides precise intervention into the development of children aged 3 to 5 with clearly identified handicapping conditions. Using English and/or Spanish, program staff test and measure the referred child's educational and language functioning, as well as social, emotional, behavioral, medical, and intelligence factors. Evaluators employ many tests including the Alpern-Boll Developmental Scale, the Leiter International Performance Scale, and the Del Rio Language Screening Test, an instrument which uses five subtests to screen language skills of English and Spanish speaking children aged 3 to 6.11. Children accepted into the program are assigned to one of four program components in which they: (1) spend full time with the Assisting Individual Development (AID) program; (2) divide their time between AID and a regular program; (3) use AID as a resource to supplement a regular program; or (4) receive AID-directed home training. Test results form the basis for individualized curriculum plans centering around self-help, socialization, motor skills, academic skills, and communication. Language development is heavily stressed. Parental involvement is important to all program aspects. Staff job descriptions, sample forms, and appraisal instructions are included. (SB)

ED 198 962

RC 011 793

**Basic Skills Learning Centers Evaluation. Appendices for the Final Report: 11 October 1976 - 30 September 1976.**

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date—76

Note—253p.; For a related document, see ED 182 071. Paper copy not available due to poor print quality.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)



**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Basic Skills, Elementary Education, Field Studies, \*Learning Laboratories, Mathematics, Minority Group Children, \*Program Development, \*Program Effectiveness, Program Evaluation, Remedial Instruction, Remedial Mathematics, Remedial Reading, \*Rural Schools, Small Schools, Spanish Speaking, Surveys, Tables (Data), Teacher Characteristics, Test Reliability, Test Results

Identifiers—\*Basic Skills Learning Centers Project, United States (West)

Tabular data, computer printouts, survey forms, and field notes are included in these appendices to an independent evaluation of the Basic Skills Learning Centers (BSLC) Projects implemented by Southwest Educational Development Laboratory (SEDL) and Southwest Regional Laboratory (SWRL). The wide range of supporting data focus on project implementation and pupil achievement in the two programs, each designed to improve basic reading and mathematics instruction in nonurban elementary schools, but with different target populations (i.e., SEDL-BSLC was developed for monolingual English-speaking students; SWRL-BSLC included Spanish-speaking students and provided for bilingual instruction). Survey results are summarized separately for SEDL and SWRL projects; specific items include teacher education and language background, student ethnic and language characteristics, time spent in BSLC instruction, and teacher rating of BSLC materials. Field notes summarize project evaluators' visits to inservice teacher training sessions, formal and informal meetings with project coordinators, and classroom observations. Tables and computer printouts provide reliability analyses for various measures of student progress. A narrative history of the evaluation recounts the process by which program sponsors, developers, and the independent evaluators reached a consensus on evaluation goals and format. (JH)

**ED 198 963 RC 011 798**  
Indian Employment within State Government.

Document No. 10750057.

Arizona Commission of Indian Affairs, Phoenix. Spons Agency—Four Corners Regional Commission, Albuquerque, N.Mex.

Pub Date—Jul 78

Contract—FCRC-172-400-055

Note—72p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Affirmative Action, \*American Indians, Civil Rights, \*Employment, Employment Patterns, \*Equal Opportunities (Jobs), Government Employees, Occupational Mobility, \*Occupational Surveys, \*Promotion (Occupational), \*State Government

Identifiers—\*Arizona

The basic purpose of the project was to study and determine the nature of the "inadequate ratio" of Indian employment in Arizona's State agencies. The survey study was based on personal interviews and questionnaires furnished to 153 Indian State employees, 71 agency officials, and 25 ex-State employees. Findings indicated that in 1976, while Indians constituted approximately 5.5% of the Arizona population, only 1.49% of a total work force of 32,853 State employees were Indians; they were perceived as being underrepresented at all levels. Of those interviewed in the area of career progression, only 33.8% agreed that Indians had been successful in terms of career advancement; the average stay of State employment for all Indian workers interviewed was only 2 1/2 to 3 years. To implement policies and procedures within State government that will enhance hiring, upward mobility, and retention of Indian employees, the Commission of Indian Affairs recommendations included provisions that employment information and job announcements be distributed to all segments of the Arizona population including Indian reservations; State agency heads inform all new employees about basic civil rights which include grievance and appeals procedures; job training and promotional programs be provided for Indian employees; and Indian employees be placed in job categories until parity objectives are attained. (NEC)

**ED 198 964 RC 011 864**  
NUWUVI: A Southern Paiute History.

Inter-Tribal Council of Nevada, Reno.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Santa Fe, N. Mex. Research and Cultural Studies Development Section; Donner (William H.) Foundation; Nevada State Library, Carson City.

Pub Date—76

Note—182p.; For related documents, see RC 011 865-867. Paper copy not available due to publisher's choice.

Available from—Inter-Tribal Council of Nevada, Inc., 650 S. Rock Blvd., #11, Reno, NV 89502 (\$7.00 plus postage).

Pub Type—Historical Materials (060) — Books (010) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*American Indian Culture, American Indian Literature, American Indian Reservations, \*American Indians, Cultural Background, \*Federal Indian Relationship, \*Land Settlement, Legends, Life Style, \*Religious Cultural Groups, Slavery, Social Discrimination, Tribal Sovereignty, Tribes, Trust Responsibility (Government), United States History

Identifiers—\*American Indian History, Bureau of Indian Affairs, Church of Jesus Christ of Latter Day Saints, Nevada, \*Southern Paiute (Tribe)

The first in a series of four histories of native Nevadans, this volume presents the story of the Southern Paiutes, or Nuwuvi. Based on interviews with tribal members and research conducted at numerous archives and record centers, the history begins with a description of the ancient culture and territory of the many Nuwuvi bands that lived, hunted, and planted in the western chains of the Rocky Mountains. Chapter two describes the first contacts with non-Indians, beginning in 1776 with Spanish explorers and including early traders and trappers. Chapter three discusses the opening of the Old Spanish Trail in 1830 and the impact of subsequent regular commercial travel across Nuwuvi lands. Chapters four and five chronicle the coming of permanent white settlers, conflicts between Indians and settlers, the usurpation of Nuwuvi lands, and the Indian slave trade. Emphasis is placed on the role of the Mormons, the first and largest group to settle in Nuwuvi territory. The final chapter provides the histories of four Nuwuvi reservations (Moapa, Shivwits, Las Vegas, and Cedar City), detailing numerous problems and abuses of Indian rights in connection with the establishment of those reservations. The book includes seven Nuwuvi legends, maps, photographs, and illustrations. Appendices contain a chronology of key events from 1700 to the present, a history of Nuwuvi land claims, footnotes, and a bibliography. (JH)

**ED 198 965 RC 011 865**

Nevers, Jo Ann

WA SHE SHU: A Washo Tribal History.

Inter-Tribal Council of Nevada, Reno.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Santa Fe, N. Mex. Research and Cultural Studies Development Section; Donner (William H.) Foundation; Nevada State Library, Carson City.

Pub Date—76

Note—125p.; For related documents, see RC 011 864 and RC 011 866-867. Paper copy not available due to publisher's choice.

Available from—Inter-Tribal Council of Nevada, Inc., 650 S. Rock Blvd., #11, Reno, NV 89502 (\$7.00 plus postage).

Pub Type—Historical Materials (060) — Books (010) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*American Indian Culture, American Indian Literature, American Indian Reservations, \*American Indians, Community Development, Cultural Background, \*Federal Indian Relationship, \*Land Settlement, Legends, \*Life Style, Natural Resources, Quality of Life, Social Discrimination, Tribal Sovereignty, Tribes, United States History

Identifiers—\*American Indian History, Bureau of Indian Affairs, Culture Preservation, Great Basin, Nevada, \*Washo (Tribe)

Washo tribal history, including ancient Washo culture and the impact of white civilization on that way of life, is related in this book, which is one in

a series of four histories of native Nevadans who once occupied the Great Basin area, and is based on interviews with knowledgeable tribal members and research in numerous archives. The first two chapters describe the three major geographical groups of the original Washo Tribe and discuss the common culture uniting the groups: traditional family life, marriage, child rearing, hunting, plant use, basket-making, sports, religion, and medicine. Chapter three retells Washo legends, which preserve important historical events and instruct the young in tribal morality and practical knowledge. Chapters four and five describe the first contacts with non-Indians in the early 1800's and trace the growing influx of whites who had, by 1900, taken over Washo lands and depleted the natural resources. The final chapters discuss the abuses associated with allotting land to the Washo, who received no reservations until 1917. A summary of tribal history in the twentieth century focuses on the preservation of traditional culture while improving living conditions and developing tribal resources. Maps, photographs and illustrations, footnotes, and a bibliography of 150 entries are included. (JH)

**ED 198 966 RC 011 866**

NEWE: A Western Shoshone History.

Inter-Tribal Council of Nevada, Reno.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Santa Fe, N. Mex. Research and Cultural Studies Development Section; Donner (William H.) Foundation; Nevada State Library, Carson City.

Pub Date—76

Note—149p.; For related documents, see RC 011 864-865 and RC 011 867. Paper copy not available due to publisher's choice.

Available from—Inter-Tribal Council of Nevada, Inc., 650 S. Rock Blvd., #11, Reno, NV 89502 (\$7.00 plus postage).

Pub Type—Historical Materials (060) — Books (010) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*American Indian Culture, American Indian Literature, American Indian Reservations, \*American Indians, Cultural Background, \*Federal Indian Relationship, \*Land Settlement, Legends, Life Style, Social Discrimination, \*Treaties, Tribes, Trust Responsibility (Government), United States History

Identifiers—\*American Indian History, Bureau of Indian Affairs, Church of Jesus Christ of Latter Day Saints, Great Basin, Nevada, \*Western Shoshone (Tribe)

One in a series of four histories of native Nevadans, this volume relates the history of the Western Shoshone, or Newe, whose territory included parts of the Great Basin area which extends from southern California to Idaho. Based on the spoken word of tribal elders and research conducted at numerous archives, the history begins with ancient culture and traces the arrival of white travelers and settlers, the usurpation of Newe lands, the establishment of reservations, and the present concerns and activities of tribal groups. The first chapter describes the traditional culture, including hunting and harvesting activities associated with each season, family life, religion, legends, and ceremonies. Chapters two through five cover the period from the arrival of the first white trapper in 1827 through the establishment of the first reservation in 1877. Discussion focuses on the impact of the Gold Rush of 1849, the Mormon settlements, government agents, the military presence around the time of the Civil War, and the treaties that were made with and broken by the United States government. The final chapter consists of 11 sections, each devoted to a present day Newe reservation or colony, describing the distinctive features of each group's original culture and the key events in its history. The book includes maps, photographs and illustrations, the texts of the 1855 and 1863 treaties, footnotes, and a bibliography of nearly 200 entries. (JH)

**ED 198 967 RC 011 867**

NUMA: A Northern Paiute History.

Inter-Tribal Council of Nevada, Reno.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Santa Fe, N. Mex. Research and Cultural Studies Development Section; Donner (William H.) Foundation; Nevada State Library, Carson City.

Pub Date—76

Note—138p.; For related documents, see RC 011

864-866. Paper copy not available due to publisher's choice.

Available from—Inter-Tribal Council of Nevada, Inc., 650 S. Rock Blvd., #11, Reno, NV 89502 (\$7.00 plus postage).

Pub Type—Historical Materials (060) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Culture, \*American Indian Reservations, \*American Indians, Community Development, Cultural Background, \*Federal Indian Relationship, \*Land Settlement, Life Style, Natural Resources, Quality of Life, Social Discrimination, Tribal Sovereignty, Tribes, United States History, Water Resources

Identifiers—\*American Indian History, Bureau of Indian Affairs, Great Basin, Nevada, \*Northern Paiute (Tribe)

One in a series of four histories of native Nevadans, this volume presents the story of the Northern Paiute people, or Numa, who lived, hunted, and travelled in the Great Basin area which occupies one-third of present day Nevada and parts of Oregon, Idaho, and California. Based on interviews with tribal elders and research conducted at numerous archives and record centers, the book begins with a description of the language, culture, and common practices linking the various Numa bands. Chapter two chronicles the influx of white men between 1820 and 1860 and the subsequent disruption and destruction of the traditional Numa way of life. Chapter three provides a detailed account of the Pyramid Lake War of 1860, the final battle between the whites and the Numa, following which the Numa were relegated to reservations and colonies. The final chapter contains eight sections, each devoted to a particular present day Numa reservation and the history of its population, beginning with the distinctive features of each group's original culture and reporting key events in each group's history to the present. Survival of cultural traditions, education, employment, housing, and tribal government are among the contemporary issues discussed. Maps, photographs and illustrations, footnotes, and a bibliography of over 100 entries are included. (JH)

ED 98 968

RC 012 008

Flores, Juan M.

Chicano Education: Clearer Objectives and Better Results.

Pub Date—17 Feb 80

Note—17p.; Paper presented at the American Association of School Administrators' Annual Convention (112th, Anaheim, CA, February 15-18, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Cultural Pluralism, \*Educational Improvement, Educationally Disadvantaged, Educational Needs, \*Educational Objectives, \*Educational Philosophy, Educational Quality, \*Equal Education, \*Mexican American Education, \*Mexican Americans, Multicultural Education

Identifiers—Chicanos

In the 1980's the quality of education must improve for all students and particularly for Chicanos, who have not fared well in America's educational system as illustrated by the fact that as of 1977 fewer than 40% had completed high school. What is good education for Chicano students is good education for all students. All students should achieve intellectual discipline; economic and occupational competence; understanding of political processes and the responsibilities of citizenship; knowledge of physical and environmental health, ecological balance, and safety; appreciation of cultural diversity; and skill in the creative use of leisure time. Educational practitioners realize that objectives alone do not bring results; there must also be a consensus concerning the meaning of the objectives, the methods of teaching them, the personal and material resources required to accomplish them, and the process of evaluating the outcomes. Educational programs must be developed to be responsive to the student's individuality, learning style, socioeconomic and family background, language, and cultural heritage. In order to achieve successful programs for Chicanos or any other group, educators must make comprehensive long-range plans and must obtain the support and commitment of students, teachers, parents, community, business, and government. (JH)

ED 98 969

Call, Vaughn R. A.

Career Education in Rural Schools: Urban-Rural Differences in Career Planning Activities and Opportunities.

Pub Date—Aug 80

Note—49p.; Paper presented at the annual meeting of the Rural Sociological Society (Ithaca, NY, August 19-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Career Counseling, \*Career Development, Career Education, Career Planning, Comparative Analysis, Data Analysis, Educational Assessment, Evaluation Criteria, \*Grade 11, High Schools, High School Students, Needs Assessment, \*Rural Schools, \*Rural Urban Differences, Rural Youth, Secondary Education, Sociology, Tables (Data), Urban Youth

To measure urban-rural differences in types of career counseling received by students and perceptions held by students regarding career planning activities, research was conducted to extend the 1975 study by Noeth, Roth, and Prediger, which used the same career questions and resulting data, but did not include the urban-rural comparison. The investigation focused specifically on career planning activities, reactions to career planning services offered, and the extent of certainty in career plans of a nationally representative group of nearly 9300 11th graders enrolled in 200 urban, town, or rural high schools in 1973. Tabular analyses of 54 indicators measuring various components of career counseling indicated that 11th graders wanted more career planning aid and that most students perceived counselors as being available and providing some help. Urban-rural differences found were in amount of help desired, reactions to help provided, race, sex, and involvement in career planning activities. Slight difference, however, was found in the types of career planning activities undertaken. The general findings led to the conclusion that the rural schools met the perceived career counseling needs of their students as well or better than urban schools, but that more research was needed on effectiveness and content of rural career counseling. (AN)

ED 98 970

RC 012 205

Dunkelberger, John E. Molnar, Joseph J.

Agromony Students at Southern Land-Grant Universities.

Alabama Agricultural Experiment Station, Auburn. Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Sep 80

Note—46p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, "Defining and Achieving Life Goals: A Process of Human Resource Development".

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Colleges, Agriculture, \*Agronomy, Animal Husbandry, College Students, Higher Education, \*Land Grant Universities, \*Majors (Students), \*Occupational Aspiration, Self Concept, \*Student Attitudes, \*Student Characteristics, Student Educational Objectives

Identifiers—United States (South)

The background characteristics, occupational goals, and attitudes of agriculture students enrolled in 1890 and 1862 land grant universities in 1977 were examined by questionnaire, to construct a profile of agronomy majors as compared to animal science majors and to agriculture majors as a whole. Females comprised 38.2% of animal science majors but only 15.8% of agronomy students. Among agronomy majors, 15.6% were non-white, 7.3% were foreign, 20% were married, and 39.4% from families whose primary income came from farming; these percentages were higher than for animal science majors or agriculture majors as a whole. Among agronomy majors, 70.5% had agriculture-related work experience, 55.3% had worked as hired labor on a farm or ranch, and 54% had worked on the family farm or ranch. In terms of occupational goals, 31.4% of agronomy majors wanted to operate or manage a farm, 36.3% wanted professional and technical occupations, and 18.3% wanted to be non-farm managers or administrators. Only 9.9% desired agricultural service occupations, compared to 53.8% of animal science majors. Regarding factors influencing choice of college major, perceptions of

agriculture students in general, and attitudes toward agricultural issues, agronomy students were similar to animal science majors and to agricultural students as a whole. (SB)

ED 98 971

RC 012 489

Mermelstein, Joanne Sundet, Paul

Roundtable: Social Work in Small Towns and Rural Areas. A Compendium of Teaching Materials for Rural Social Work.

Pub Date—Feb 77

Note—13p.; Paper presented at Council on Social Work Education Annual Program Meeting (Phoenix, AZ, February 27, 1977).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Film Libraries, Filmographies, Higher Education, \*Information Sources, \*Instructional Materials, Literature, \*Periodicals, Professional Training, \*Resource Materials, \*Rural Areas, Rural Population, \*Social Work, Student Developed Materials

An inventory of types of teaching materials relevant for teachers of rural social work includes general suggestions of useful literary works (modern American literature, ethnic literature, locality-specific literature, drama), video-tape productions, government publications, music and architecture. Other generally-indicated possibilities include publications from associations and organizations with particular interests related to rural life; media materials about specific localities (community calendars, newspapers, talk shows); materials produced by students in rural social work classes (audio tapes of interviews with community personages, case records, slides, photographs, statistical compilations); and reports and publications from local social service agencies. More specific suggestions are provided for 8 film libraries (addresses included); 7 films made between 1961 and 1974 (these listings include descriptions and sources); 5 bibliographic compilations done between 1971 and 1976; 1 video-tape library (address provided); 19 relevant periodicals; 10 artists of rural subjects; and 4 miscellaneous listings: a master's thesis on rural radio entertainment (1938), two early collections of rural folklore (1798, 1802), and a farmwife's almanac (1961). The section for each category of material is prefaced with brief remarks on the use of that type of material. (MH)

ED 98 972

RC 012 493

Heady, Earl O.

Economic and Social Conditions Relating to Agriculture and Its Structure to Year 2000. CARD Miscellaneous Report.

Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development.

Pub Date—Apr 80

Note—32p.; Paper copy not available due to publisher's choice. Paper presented at meeting of research directors of developed countries, sponsored by Organization of Economic and Cooperative Development (Paris, France, December 10, 1979).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agribusiness, Agricultural Personnel, Agricultural Production, \*Agricultural Trends, Agronomy, Attitude Change, Consumer Protection, Developed Nations, Developing Nations, \*Economic Development, Educational Needs, Energy Conservation, Environmental Standards, Farm Management, \*Futures (of Society), Hunger, \*Land Use, Natural Resources, Population Trends, Rural Farm Residents, Technological Advancement, Water Resources, World Affairs, \*World Problems

Possible economic and social trends in world agriculture by year 2000 will include increased energy costs; larger, fewer and more specialized farms; decreasing agricultural population; closer ties between farmers and large agribusinesses; more emphasis on consumer and environmental protection; and an increased importance of agriculture in developing countries to economics and agriculture in developed countries. Farmers in developed countries may have changed attitudes toward farming and the land, and will rely more on computers, private consultants, technical aids and outside capital, so more control of agricultural production may be held by nonproducers. To avoid malnutrition and increased food imports resulting from population

increase greater than increase in agricultural production, developing countries should invest more in: (1) agricultural research and education programs; (2) bringing uncultivated land into production; (3) increased yield and more intensive use of currently cultivated land; and (4) saving a greater percentage of crops produced. Diverting grain from livestock to human consumption, restrained population growth, higher status for women, and better pension and social security systems should also be considered. World-wide, agricultural production will increase; trade barriers should be relaxed to obtain a favorable trade balance; energy from biomass fuels may become important; and more efficient use of irrigation water will be necessary. (MH)

ED 198 973 RC 012 501

Noboa, Abidin

Hispanics and Desegregation: Analysis and Interpretation of a National Study. Aspira, Inc., New York, N.Y. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—3 Jun 80  
Grant—NIE-G-780226

Note—37p.; For related documents, see ED 190 270-275. Paper presented at the Forum for Responsible Federal Educational Policy (Washington, DC, June 3, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, Blacks, Case Studies, Comparative Analysis, \*Desegregation Effects, Desegregation Litigation, \*Educational Trends, Elementary Secondary Education, Ethnography, Government Role, \*Hispanic Americans, Integration Studies, \*Multicultural Education, Public Schools, Racial Segregation, School Relations, Racial Segregation, School Policy, \*School Segregation

An analysis and interpretation of a five-volume study by Aspira, Inc., which examined Hispanic segregation in U.S. schools, presents an overview of the study, general findings, and a summary and conclusions, including recommendations for further study and analysis and general policy recommendations. Segregation trends for Hispanics are discussed in terms of the relationship between segregation and school practices, bilingual education and desegregation, language instruction, special education, discipline, grade retention, staffing, and a comparison of Hispanic and Black segregation trends. The findings of two ethnographic studies are: school desegregation plans should distinguish the needs of Blacks and other minorities from those of Hispanics; desegregation plans should adhere to existing guidelines for bilingual education; desegregation requires a larger Hispanic staff; different socio-economic sectors of the Hispanic community respond in varying ways to desegregation; and many urban Hispanics perceive that desegregation may be detrimental to bilingual education. General conclusions are that Hispanic isolation from Blacks and Whites will probably increase; Hispanics will become the most segregated racial group in the 1980's; Hispanic segregation from Whites and Blacks is increasing in unpredictable patterns in many tri-ethnic communities; and the either/or option of bilingual education vs. school desegregation need not occur. (AN)

ED 198 974 RC 012 521

Cloud North, Woehsa

Formal and Informal Education of the Winnebago Society with Implications for Formal Education.

Pub Date—79

Note—82p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Acculturation, Activism, American Indian Culture, \*American Indian Education, American Indians, Bilingual Education, Boarding Schools, Community Involvement, Cultural Differences, Cultural Education, Culture Conflict, Curriculum Development, Elementary Secondary Education, \*Federal Indian Relationship, Political Issues, \*Relevance (Education), Role Models, \*Self Concept, \*Tribal Sovereignty, Trust Responsibility (Government)

Identifiers—Nebraska, \*Winnebago (Tribe)  
Tracing the effects of white contact with Native American tribes as evidenced in the Winnebago Tribe, this paper describes the problems of Winnebago youth caused by divisions between traditional Winnebago culture and the dominant

mainstream American culture. Chapter I shows how the informal training of Winnebago family and clan have been gradually eroded, from 1863 to the present, by the formal training conducted by the United States government in on-reservation and off-reservation boarding schools and by Christian mission schools. Chapter II describes how political strategies were effectively put to use during the 1960's and 1970's to bring about tribal supervision of the disbursement of federal funds. It tells how Nebraska tribes, including the Winnebago, found that unified efforts helped them to gain greater self-determination on local, state, and national levels. Chapter III describes how the traditional expressive arts of the Winnebago and the social groupings of clan and tribe provide a framework for individual functioning within the clan and how continuity with American culture can be facilitated once the unitary way of tribal life is recognized by present day educators. Chapter IV offers educational concepts for a culture-based program and includes suggestions for curriculum development. (CM)

ED 198 975 RC 012 529

Archambault, JoAllyn

The Sioux Nation.

Oakland Unified School District, Calif.

Note—131p.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*American Indian Culture, American Indian Reservations, \*American Indians, Cultural Activities, Cultural Education, Cultural Interrelationships, Elementary Secondary Education, \*Federal Indian Relationship, Government Role, History, \*Instructional Materials, Learning Activities, \*Social Studies, Subcultures, Treaties, Tribes, Visual Aids

Identifiers—\*American Indian History, \*Sioux (Tribe)

Designed as a major supplementary source for social science teachers in elementary and secondary schools, this booklet presents cultural aspects of the Sioux Nation and the history of their dealings with white settlers and the U.S. government. To demonstrate the cultural diversity within one tribal entity, sketches are included of the culture typical of each of the three major divisions within the Sioux Nation (Dakota, Nakota, and Lakota), each one having been subject to different historical influences and having therefore developed a different version of the Sioux culture. Areas discussed in the sketches are the original territory of each division, economy, shelters, kinship systems, government, dress, design motifs, weapons, music, field games, stories, ceremonies, burial practices, and current location. The importance of the pipe in the ritual life of the Sioux is also discussed. Questions, activities, discussion ideas, photographs, maps, and visual aid sources are included. Of the three divisions of the Sioux Nation, the Lakota are best-known to the non-Native American, and for this reason the history of the Lakota division is presented for the treaty period of 1851-1871, the reservation period of 1871-1889, the allotment period of 1889 to 1934, the reorganization period of 1934 to 1950, and the termination period of 1950 to 1960. (AN)

ED 198 976 RC 012 530

Hanson, Jean Thompson

Vocational Education in a Rural Setting.

Pub Date—10 Nov 80

Note—8p.; Paper presented at the Rural Small School Education Conference (Kansas State Univ., Manhattan, KS, November 10-11, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Career Exploration, Financial Support, High Schools, \*Job Training, \*Post High School Guidance, \*Rural Education, Rural Youth, Secondary Education, \*Vocational Education

Identifiers—Minnesota

Results of recent surveys of students, parents, and communities in west-central Minnesota indicate a great desire for vocational education and a perception of vocational education for a job as a basic skill. The rural student needs greater access to vocational programming in order to help break patterns of poverty and open the vision of students who might otherwise view the world from a limited perspective. The goals of vocational education are usually to help students explore occupational fields in depth, to prepare students for entry into full-time or part-time employment generally at the semi-skilled level, and

to prepare students to succeed more quickly in related post-secondary occupational programs at a college or technical institute. Generally the governance of secondary vocational education can be described as: (1) comprehensive high schools, which operate secondary programs including vocational and non-vocational subjects; (2) vocational high schools, which offer a full-time program of study in vocational and non-vocational subjects; (3) area vocational technical centers, which serve high school students on a shared-time basis as a part of their regular high school program and usually cover a regional area; and (4) intermediate school districts, special districts which may include vocational education as one of their functions. (AN)

ED 198 977 RC 012 535

Rudolf Steiner Farm School, Hawthorne Valley. Rudolf Steiner Farm School, Harlemville, Ghent, N.Y.

Pub Date—[79]

Note—21p.; Paper copy not available due to publisher's choice.

Available from—Rudolf Steiner Farm School, RD 2, Harlemville, Ghent, NY 12075 (\$0.50 ea., 5 copies for \$2.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, \*Aesthetic Education, \*Agricultural Education, Day Schools, \*Educational Theories, Elementary Secondary Education, \*Experiential Learning, Foundations of Education, Nontraditional Education, \*Outdoor Education, Private Schools, \*Rural Education, Summer Programs

Identifiers—Farms (Educational), \*Steiner (Rudolf)

The goal of the Rudolf Steiner Farm School (which employs the spiritual/scientific path of knowledge described by Rudolf Steiner in the early 1900's) is to awaken and cultivate the capacities of the full human being through education, the arts, and agriculture, in direct relationship with nature, the spiritual universe, and current times. The institution's branches are mutually interlinked yet freely cooperating parts of the whole. The Farm branch is operated according to the principles of bio-dynamic agriculture and offers apprenticeships to young farmers wishing to train in bio-dynamic methods. The School branch is an independent, co-educational day school which uses the methods of Rudolf Steiner (as practiced in more than 160 schools in some 20 countries) and draws directly from farm and garden, from artistic and practical activities for educational experiences. The Hostel and Visiting Student branch enables urban and suburban students to live at the school for varying time periods and to learn subjects and skills related to farm and country life, e.g. botany, earth science, animal study, astronomy, and surveying. The Artists and Artisans branch offers painting, handicrafts, music, dramatic and poetic arts, staging, eurythmy, and architecture. Other programs include summer camps and adult workshops and conferences. (AN)

ED 198 978 RC 012 536

Smith, Mary Lee And Others

Project to Design an Evaluation of Outward Bound. Final Report. Educational Reports.

Colorado Univ., Boulder. Bureau of Educational

Field Services.

Pub Date—73

Note—63p.; For related documents, see RC 012

537 and RC 012 556.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Adolescents, Adventure Education, \*Affective Behavior, \*Content Analysis, Evaluation Criteria, \*Evaluation Methods, Feasibility Studies, Observation, Outdoor Education, Program Evaluation, \*Self Actualization, Self Concept, Time Factors (Learning), \*Urban Youth

Identifiers—\*Colorado Outward Bound School, \*Wilderness Education Programs

After consideration of program constraints and variability factors involved in designing a study to document the effects of Colorado Outward Bound, it was concluded that there should be three separate studies: (1) Study One, a small, tightly-controlled experiment, would have as its subjects inner-city youth from the Denver schools; (2) Study Two would be an investigation of the effects of Outward Bound on all its summer participants (excluding teachers); and (3) Study Three would be a descriptive evaluation consisting of participant observation



and a narrative account of what happens to one individual who experiences Outward Bound. Taken together, these studies would fulfill the objectives of the evaluation. The variables of self-esteem, self-awareness, self-assertion, and acceptance of others were chosen as outcome criteria because of their importance in the philosophy of the Outward Bound program. Based on operational definitions of these variables, a 66-item assessment device was developed and pilot tested with two groups. The major evidence for test validity was found in the power of the test to distinguish reliably between the Outward Bound and the high school samples. It was decided that the evaluation should be supervised by a person outside the program, preferably an evaluation agency or institution. Appendixes include a feasibility study, an analysis of variables, and inventories used in evaluation. (CM)

ED 198 979 RC 012 537

Smith, Mary Lee And Others

**Evaluation of the Effects of Outward Bound. Part One: Research Reports [and] Part Two: Participant Observation. Educational Reports.** Colorado Univ., Boulder. Bureau of Educational Field Services.

Pub Date—75

Note—60p.; For related documents, see RC 012 536 and RC 012 556.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement, Adolescents, Adventure Education, \*Affective Behavior, Aggression, Alienation, Experiential Learning, Motivation, Observation, \*Outcomes of Education, Outdoor Education, \*Participant Satisfaction, \*Program Evaluation, \*Self Actualization, Self Concept, Student Attitudes, Values Clarification

Identifiers—\*Colorado Outward Bound School, \*Wilderness Education Programs

Researchers developed an instrument based on definitions of the variables of self-esteem, self-awareness, self-assertion, and acceptance of others to be used as outcome criteria to define and measure the outcomes of the Colorado Outward Bound School experience and to determine if the outcomes were caused by the program. The Outward Bound course lasted three weeks, during which participants studied survival skills and engaged in various wilderness experiences. Each of 620 participants was assigned to one of 3 courses and, randomly, to one of 11 groups. Each participant received an evaluation instrument to complete. Data indicated that Outward Bound had a positive impact on the participants' self-assertion. It also affected the level of self-esteem, although this effect was not found in all courses. There was weak evidence that the program affected the participants' acceptance of others. The study failed to show any impact on self-awareness. In a written observation, a program participant described his initial fears, the self-confidence gained through training and actual experience, the reactions of others in the group, and, finally, his positive feelings about himself because he had persevered. (CM)

ED 198 980 RC 012 539

Cornell, Joseph Bharat

**Sharing Nature with Children: A Parents' and Teachers' Nature-awareness Guidebook.**

Report No.—ISBN-0-916124-14-2

Pub Date—79

Note—139p.

Available from—Ananda Publications, 14618 Tyler Foote Road, Nevada City, CA 95959 (\$4.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Children's Games, \*Educational Games, Elementary Secondary Education, Environmental Education, \*Experiential Learning, Learning Activities, \*Observation, \*Outdoor Education, Perception, Preschool Education, Sensory Training, Teacher Role, \*Teaching Methods

The guidebook presents 42 educational games designed for people of all temperaments and intended to open up nature to children (ages 3 and up) and adults. The games are organized in seven major sections according to the type of activity: Close Up Balance, Learning Is Fun, Play and Discovery, Spotting and Attracting Animals, and Adventures. To help the teacher choose the right game for the time and place, each game description includes a quick reference guide indicating the concepts, attitudes, and qualities it teaches; when and where to

play; the number of players; the best age range; the specific materials required; and the game's basic mood (calm and reflective, active and observational, or energetic and playful). Among the activities included are a scavenger hunt, animal identification games, bird calls, predator-prey games, camouflage, and observation games. A short introduction explains five rules of outdoor teaching: teach less and share more; be receptive; focus the child's attention rapidly; look and experience first, then talk; and let the experience be joyful. Each game is indexed in four ways according to its mood, its environment, the concepts it teaches, and the attitudes and qualities it encourages. (Author/SB)

ED 198 981 RC 012 541

Hanson, Jean Thompson

**Development of Rural Cooperatives.**

Pub Date—10 Nov 80

Note—9p.; Paper presented to the Rural Small School Education Conference (Kansas State University, Manhattan, KS, November 10-11, 1980). Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Career Exploration, Centralization, \*Cooperative Programs, \*Education Service Centers, Program Descriptions, Program Design, \*Program Development, \*Rural Education, School Districts, Secondary Education, \*Shared Services, Skill Development, Student Transportation, \*Vocational Education

Identifiers—Minnesota (Red Lake Falls), \*Pine to Prairie Cooperative Center MN

The 61 cooperative vocational centers in Minnesota are joint efforts of 2 or more neighboring school districts to provide secondary vocational education and to strengthen, extend and expand existing vocational programs. Begun as pilot projects in 1968, the centers focus on introducing students to a variety of occupations, providing career exploration, and providing basic skills for employment, as well as some preparation for post-secondary college or technical programs. Cooperative centers, called "area schools" in some parts of the country, are usually centralized for cost effectiveness. The centers are usually established by local advisory committees working with district administrators to formalize the center's establishment and to select, place, and publicize the center. Administrators select a vocational administrator, who in most states is required to have a vocational education background. The centers generally use the simulated method of job training and operate two or three hours per day. Students enroll in their home districts and take courses in both the home school and the center. Pine to Prairie Cooperative Center, one of the two original Minnesota projects, now serves 13 school districts. The center's staff of 75 provides vocational courses to over 1500 students, including some disadvantaged and handicapped students. (SB)

ED 198 982 RC 012 542

Cornejo, Ricardo J. Cornejo, Luz O.

**Theories and Research on Second Language Acquisition.**

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0023

Note—101p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 (\$9.55 ea., discounts on 20 or more).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Bilingualism, Contrastive Linguistics, \*Diachronic Linguistics, Discourse Analysis, Elementary Education, Error Analysis (Language), History, \*Language Acquisition, \*Language Research, \*Linguistic Theory, Literature Reviews, \*Second Language Learning, Spanish Speaking

Intended for students, teachers, parents, and administrators in charge of educating bilingual children, the monograph provides a summarized account of the information available regarding theories and research in second language acquisition, divided into four chapters. Chapter I is an historical overview of language acquisition theories, philoso-

phies, and beliefs dating from Biblical times to the beginning of the 20th century. The works of Socrates, Plato, Aristotle, Varro, Quintilian, Locke, Rousseau, Herder, von Humboldt, and others are discussed. Chapter II deals with modern theories, research findings, and controversies about language acquisition. It summarizes the ideas of Tomb, Leopold, Langer, Penfield, Brooks, Skinner, Chomsky, and several other theorists. Chapter III is a report of recent research on first and second language acquisition. The work of important researchers in each of the four major approaches to language acquisition (error analysis, contrastive analysis, performance analysis, and discourse analysis) is discussed in some detail. Chapter IV contains brief summaries of 50 exemplary research projects, all published through the ERIC system, on language acquisition and communicative competence. The citation for each project notes author, title, publication data, ERIC data, and includes a brief summary. (SB)

ED 198 983 RC 012 543

Hernandez, Norma G.

**The Education of the Mexican American—A Continuing Aspiration.**

Pub Date—79

Note—22p.; Address presented at the Annual Conference of the Texas Association for Bilingual Education (Houston, TX, Spring 1979).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, Bilingual Education, \*Curriculum, Demography, \*Educational Attitudes, \*Educational Finance, \*Educational Quality, Elementary Secondary Education, Equal Education, \*Mexican American Education, Postsecondary Education, Spanish Speaking, \*Student Characteristics, Teacher Certification, Testing, Track System (Education), Underachievement

Identifiers—Texas

Since 1971 the status of Mexican American education hasn't changed significantly in three important areas: students, curriculum, and educational finance and resources. Mexican American students are underrepresented at all academic levels, especially higher levels, and in advanced science and math courses. Educational efforts begun in the 1960s have been insufficient to make a noticeable impact on those Mexican American children currently between the ages of 9 and 17, who probably will not excel in technological areas. To prevent further loss of talent, intervention is essential. Bilingual education as part of the elementary core curriculum and stiffer bilingual teacher certification requirements can help. However, three increasingly popular attitudes (the "Proposition 13" attitude, the "back to the basics" attitude, and the "testing and tracking" attitude) have the potential to adversely affect Mexican American education. Proponents of these movements advocate limiting curricula to basic skills, tracking underachievers for remediation, and curtailing increases in educational funds and resources. Discrepancies in local funding, resulting from both parental and administrative attitudes, currently cause discrepancies in educational quality. If high-level Mexican American educational administrators begin to exercise their authority and public opinion of Mexico becomes more positive, the quality of Mexican American education may improve. (SB)

ED 198 984 RC 012 544

Blomstedt, Bob And Others

**Gestalt Psychology and Bilingual Education.**

Pub Date—80

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, Educational Therapy, Elementary Secondary Education, \*Humanistic Education, \*Learning Processes, Learning Theories, Mexican Americans, \*Multicultural Education, \*Psychoeducational Methods, Teacher Effectiveness

Identifiers—\*Gestalt Psychology, \*Holistic Approach

Several concepts detailed in Gestalt psychology/therapy appear to have a close relationship with many concepts being applied in bilingual education. The primary contribution of Gestalt psychology to learning theory in the U.S. is an emphasis on perception and reintegration of relationships within an organized whole. To the teacher this means that learning activities must combine the ele-

ments of the three basic domains of learning (cognitive, affective, and psychomotor) in an approach based on confluent education (merging feelings and thinking into one holistic learning experience). The key to confluent education is the interactive process that takes place between the cognitive and affective domains in any given learning experience; this interactive process becomes the "gestalt" of the learning experience. The influence of Gestalt psychology and therapy on confluent education in bilingual education can be utilized to promote the idea of the totally integrated person. If the bilingual child is to function as a whole, with the potential to develop and expand his/her horizons to include a wider range of society, he/she must be allowed to function in an environment which will promote such growth. Such an environment is fostered by effective bilingual education. A background in Gestalt psychology for bilingual classroom teachers seems to be a step in the right direction. (AN)

ED 198 985 RC 012 546

Rock, William

**Program Audit of the Title I Migrant Education Program.**

National Council of La Raza, Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—171p.; Paper copy not available due to poor print quality.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, \*Educational Policy, Elementary Secondary Education, Federal Aid, Federal State Relationship, \*Financial Support, Grantsmanship, \*Migrant Education, Needs Assessment, Parent Participation, \*Policy Formation, Preschool Education, \*Program Administration, \*Program Costs, Program Effectiveness, Program Evaluation, Program Implementation

Identifiers—\*ESEA Title I Migrant Programs, Office of Education

The result of a program audit requested by the Office of Education (OE), this report addresses all major elements affecting the operation of the Title I Migrant Education Program and includes recommendations of the Migrant Branch Chief and of key OE advisors for the program. Following a discussion of background legislation, of recommendations resulting from research and program assessment, and of program regulations, the report presents 15 critical policy and management issues designed to define the way OE will administer the migrant program. Issues #1-#9 are funding issues to be considered in conjunction with material in Appendices C and D. Issue #1 is also designed to encourage States to assess the educational needs of migrant children and ways to meet those needs. Issues #10-#13 deal with program priorities in the areas of parental involvement, interstate coordination, use of the proper mix of subgrantees, and preschool education. Issue #14 deals with monitoring and sanctions. Issue #15 deals with the organizational placement of the Migrant Education Program. Several key problems concerning internal management and recommendations for their resolution are discussed. Appendices contain summaries of seven migrant education studies, a history of regulations development, a description of the existing system for processing grant applications, a scenario for improving application processing, the method now used to monitor grant awards and proposals for improvement, and a proposed organization for the Migrant Education Program. (CM)

ED 198 986 RC 012 547

Hill, Susan Froomkin, Joseph

**Characteristics of Hispanic Postsecondary Students. Survey of Income and Education.**

Froomkin (Joseph) Inc., Washington, D.C.  
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-80-306

Pub Date—Sep 80

Note—25p.

Available from—Statistical Information Office, National Center for Education Statistics, 400 Maryland Ave., SW (Presidential Bldg.), Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, Demography, Dependents, \*Educational Status Comparison, Equal Education, Family Characteristics, Family Income, Females, Full Time Students, Higher Education, \*Hispanic Americans, Males, National Surveys, Part Time Students, \*Postsecondary Education, Self Supporting Students, \*Spanish Speaking, \*Student Characteristics, Student Employment, Urban Population

Identifiers—Survey of Income and Education, United States

Based upon data collected throughout the U.S. in the spring of 1976 as part of the Survey of Income and Education, this report presents a socioeconomic and educational profile of Hispanic postsecondary students. Wherever relevant, the data are compared with data on all U.S. postsecondary students. A general overview presents characteristics of the U.S. mainland population of Hispanics in March 1976 (e.g. Spanish spoken in 4 out of 5 households, median age 21 years, predominantly urban, educationally disadvantaged, lower than average educational attainment). The overview provides a context for the data on Hispanics enrolled in colleges (underrepresented in total enrollment, older than average, 56% financially independent of parents, generally economically poorer, employed in jobs with longer hours for less pay, and equivalent in proportion of Hispanic women to proportion of women in total college enrollment). The next section describes Hispanics age 16 and over in postsecondary noncollegiate schools (75% over 25 years of age; comprising 6.8% of total enrollment; nearly 50% high school graduates; younger than average; 56% female; 20% dependent on families; 61% financially independent of families but with household incomes under \$10,000; 43% of full-time students employed; 60% of part-time students employed). Concluding the report is an analysis of family background characteristics of students enrolled in postsecondary education. (AN)

ED 198 987 RC 012 548

Arce, Tomas A.

**Institutionalizing Bilingual Education in Colleges of Education.**

Pub Date—28 Apr 80

Note—22p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 7-11, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adoption (Ideas), \*Bilingual Education, Bilingual Teachers, Change Strategies, College School Cooperation, Core Curriculum, \*Educational Change, Higher Education, Minority Groups, Multicultural Education, \*Organizational Change, Program Development, \*Schools of Education, Teacher Characteristics, \*Teacher Education, Teacher Role

Identifiers—\*Reform Efforts

The intent of this paper is to discuss the principal issues and interacting factors of basic importance in the planning and development of university programs to prepare bilingual teaching professionals. After a brief discussion of two approaches in planning and designing new teacher preparation programs, the "redo" method and the needs-assessment method, a detailed presentation is made of a role-derived alternative, including a "three-dimensional profile" of an ideal teacher in a teacher organized center for multicultural education. The type of program that can produce such an ideal teacher is seen as one that closely articulates formal instruction and training activities with on-site field and student teaching experiences; the on-site training needs to be the joint responsibility of the school district, the target community, and the university. Crucial subcomponents are listed: an emphasis on oral language assessment techniques, bilingual multicultural instructional methodologies, analysis techniques for evaluating standard testing instruments, and applied psycholinguistic theories of bilingual education. Successful management of reform and change to institutionalize bilingual programs in school districts and universities is discussed in detail. (AN)

**ED 198 988**

RC 012 549

**Adelante, Mujer Hispana: A Conference Model for Hispanic Women. Pamphlet 20.**

Women's Bureau (DOL), Washington, D.C.

Pub Date—80

Note—47p.; Not available in print copy due to print quality.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, \*Conferences, Employment Level, Employment Opportunities, \*Females, Fund Raising, \*Hispanic Americans, Job Search Methods, \*Low Income, \*Models, Occupational Mobility, Program Descriptions, \*Program Development, Program Evaluation, Publicity, Workshops

Identifiers—Colorado (Denver)

The model is based on the highly successful first Women's Bureau sponsored Colorado Education and Employment Conference for Hispanic Women ("Adelante, Mujer Hispana") held in January 1980 for low-income women seeking employment and employed women seeking better jobs and upward mobility. It is intended for use by groups and individuals in planning and implementing similar community-based women's conferences. The model describes the Colorado conference's themes and goals and explains how to organize a similar conference. It includes complete directions and occasional cautions for setting conference goals and themes, selecting a conference coordinator and planning committee, establishing committee responsibilities, preparing a workplan, planning the program and supporting activities, choosing the date and the site, obtaining and accounting for funds, and involving the community. Appendices include samples of a conference workplan, pre- and post-conference press releases, agendas, preliminary flyers, confirmation and follow-up letters, registration and evaluation forms, and reception invitations. Copies of actual newspaper articles, workshop topics, letters, and invitations from "Adelante, Mujer Hispana" are also included. (SB)

**ED 198 989**

RC 012 550

Hoke, Gordon Osburn, Fred

**Yesterday and Today: A Case Study of Educational Change in a Small Community.**

Marion Community Unit School District 2, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield, Dept. of Program Development for Gifted Children.

Pub Date—Jan 68

Note—32p.

Journal Cit—Network: IPELD Journal of Educational Ideas; v2 n1 Jan 1968

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, Administrator Role, Curriculum Development, Curriculum Evaluation, \*Demonstration Centers, \*Educational Change, \*Gifted, \*Junior High Schools, Mathematics Instruction, Mexican Americans, Program Descriptions, Program Development, \*Program Evaluation, Rural Areas, Student Reaction, \*Student Teacher Relationship, Teacher Response

Identifiers—Illinois

Begun successfully in 1963 as part of the larger Illinois Plan for the Education of Gifted Children, the demonstration center in "Anytown", a small northwestern Illinois community, was phased out after four years of operation. New curricula for grades 7-12 were developed at the University of Illinois for the Anytown and other similar Illinois demonstration centers. The Anytown center focused on the junior high level and initially emphasized science and social studies, although the English and mathematics programs were better received. Students were chosen for the program on the basis of high standardized test scores and elementary school achievement. The program's initial success was attributed to support by key administrators, faculty members, and outside consultants; training provided for teachers; attitudes of participating teachers towards the students; and the positive relationship between the center's director and the teachers. The center's ultimate failure was attributed to many factors, among which were contrasting leadership styles of the first two directors, the departure of the consultants and influential administrators, the spotlighting of underlying problems in the system, the unexpected informal influence of prominent community members, and a

lack of understanding of community dynamics. Student and teacher reactions were not always positive. (SB)

ED 198 990 RC 012 551

Mohapatra, Manindra Kumar.  
Youth Political Culture in a Kentucky County.  
Pub Date—27 Feb 81

Note—35p.; Paper presented at Annual Meeting of Kentucky Political Science Association (Bowling Green, KY, February 27-28, 1981).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Federal Government, \*Federal Programs, \*Foreign Policy, Government Role, Grade 11, Grade 12, High School Students, Information Sources, Local Government, \*Political Affiliation, \*Political Attitudes, Questionnaires, Rural Areas, \*Rural Youth, Secondary Education, Small Schools, State Government, \*Student Attitudes, Subcultures

Identifiers—\*Kentucky

Data from a self-administered questionnaire survey of all 188 high school juniors and seniors who attended the only high school in a rural county in Kentucky were utilized to explore various dimensions of youth political culture in that county. The study was part of a continuing effort to understand and analyze the political culture and sub-cultures of Kentucky and to provide insights into changes in American political culture. Respondents were 92% white and 52% female; 58% perceived themselves as middle class. By distribution of party identification, 68% were Democrats and 16% Republicans; 60% supported Carter, 15% Reagan, and 7% Anderson. Television news programs were rated as the primary source of information about public affairs by 71%. Although 44% rated the state government as doing a good job, only 16% so rated the federal government. A majority of the respondents (60%) supported military aid to friendly nations; however, 73% opposed economic aid to poor nations that are not friendly with the United States. A majority opposed reduction in federal government programs in the areas of health care (65%), Social Security (60%), aid to agriculture (55%), aid to school systems (62%), and programs for the handicapped (76%). A majority desired some reductions in foreign aid (77%), programs for the poor (54%), and aid to American auto industry (64%). The questionnaire used in the study is appended. (Author/CM)

ED 198 991 RC 012 552

Albrecht, Stan L.

Social Participation, Community Attachment, and Quality of Life in the Rapidly Industrializing Rural Community.

Pub Date—7 Aug 80

Note—24p.; Paper copy not available due to author's choice. Paper presented at the World Congress for Rural Sociology (5th, Mexico City, August 7-12, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Characteristics, Community Problems, \*Community Satisfaction, \*Community Study, Community Surveys, Group Dynamics, \*Industrialization, Organizations (Groups), \*Place of Residence, \*Quality of Life, Rural Areas, \*Rural Development, Social Change, Social Values, Urbanization

Identifiers—\*Boombtowns, Colorado, Utah

Data on the social effects of boomtown growth and industrialization were collected from residents of three western communities (Craig, Colorado; Price, Utah; and Gunnison, Colorado) via a fairly detailed mail questionnaire sent to a random sample of 900. Completed questionnaires were received from 443 (a return rate of 65%). A number of different measures of community attitudes, sentiments, and local social bonds and networks were included in the research; independent variables included length of residence, age of respondent, socio-economic status, and community of residence. Length of residence did have a clear and direct effect upon community attitudes and sentiments. Newcomers to the communities studied did exhibit weaker friendship and kinship bonds and lower levels of participation in formal and informal local groups; they felt less positive about the community as a place to live, were less likely to consider it home, were less interested in community affairs, and were less likely to feel that they had a voice in community

matters. The lack of "community imbeddedness" contributed importantly to the social and personal problems experienced in these communities, and that local support mechanisms tended to be inadequate to deal with the problems experienced by the new and usually young families. Longer residence might lead to a decrease in problems. (AN)

ED 198 992 RC 012 553

Nelson, Neil Martin, William

Project BACSTOP Evaluation Report 1974-1975.  
Battle Creek Public Schools, Mich.

Pub Date—[76]

Note—83p.; For related documents, see ED 082 896 and ED 139 555.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adventure Education, Affective Behavior, Basic Skills, Blacks, \*Cognitive Development, Conflict, Evaluation Methods, Grade 7, \*Interaction Process Analysis, \*Junior High Schools, Needs Assessment, \*Outdoor Education, \*Program Evaluation, Racial Bias, \*Racial Relations, Skill Development, Sociometric Techniques, Whites

Identifiers—Battle Creek School District MI, \*Project BACSTOP

Designed to observe changes in biracial student behavior brought about by Project BACSTOP (a series of structured experiences in a variety of wilderness settings meant to bring students of different races together in stressful adventure activities geared to promote interaction, communication, and cooperation), this evaluation studied five different types of situations among seventh grade students at Northwestern Junior High School to determine the extent of biracial student interaction. The evaluation design consisted of four product objectives, each of which was analyzed for level of attainment. Data indicated a notable parallel between BACSTOP and a lowered level of interracial violence in the school. During the implementation of the program, a worthwhile level of positive biracial interaction occurred. There was no evidence to suggest that the operation of the program adversely affected academic achievement. In fact, there appeared to be positive gains. Although other factors could have accounted for some of the positive changes noted, it was the opinion of the evaluation staff that the BACSTOP program made a positive contribution to those changes and that it was a major factor in the improvement of the educational quality and the social climate at Northwestern Junior High School. Appendices consist of various documents and forms used in the evaluation. (CM)

ED 198 993 RC 012 555

Nold, Joseph J.

The Schools Discover OUTWARD BOUND:  
Colorado Springs School District 11 Experiential Education Program 1968-1975.

Colorado Outward Bound School, Denver.

Spons Agency—El Pomar Foundation, Colorado Springs, Colo.

Pub Date—10 Nov 75

Note—31p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Administration, Administrator Attitudes, Community Programs, \*Curriculum Development, \*Evaluation Methods, \*Experiential Learning, \*Faculty Development, Feasibility Studies, Minority Groups, Models, Motivation, \*Outdoor Education, Policy Formation, \*Program Development, Resource Allocation, Risk, Safety, Secondary Education, Student Attitudes, Teacher Attitudes

Identifiers—Colorado (Colorado Springs), \*Outward Bound, Wilderness Education Programs

Development of an Outward Bound program for the Colorado Springs School District was divided into seven phases covering nine years. Phase I (1967-1969) was a feasibility study at the community level, using professional Outward Bound staff. During Phase II (1970-1971), an organizational plan was developed that involved students, teachers, and administration, all of whom participated in some Outward Bound experiences. A central coordinating committee set preliminary goals and provided coordination. Curricula combined traditional cognitive academic learning with outdoor wilderness activities. Phase III (1972-1973) stressed faculty development. Teachers visited other outdoor experiential education programs in Colorado as part of a Program Development Clinic.

In an Advanced Leadership Clinic, skilled and versatile teachers were instructed in training skills to enable them to train other teachers. During Phase IV (1973-1974), model programs were developed at two high schools and one junior high school. During Phase V, a group of 30 administrators, principals, teachers, counselors, parents, and students was chosen to give feedback on outdoor experiential education, to assess the program. Although there was some criticism at the educational level, the prime criticism was organizational. A set of objectives evolved from the assessment. Phase VI was a proposal for an institutional support system. The focus of Phase VII was a project development model. (CM)

ED 198 994 RC 012 556

Smith, Mary Lee

Experimental Study of the Effects of Outward

Bound. Final Report. Educational Reports.

Colorado Univ., Boulder. Bureau of Educational Field Services.

Spons Agency—Colorado Outward Bound School, Denver.

Pub Date—76

Note—31p.; For related documents, see RC 012 536-537.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Rating, Adventure Education, \*Affective Behavior, Evaluation Methods, Females, Males, \*Measures (Individuals), Observation, Outcomes of Education, Outdoor Education, \*Program Effectiveness, Program Evaluation, Secondary Education, Self Actualization, \*Self Concept, Student Attitudes, Tuition

Identifiers—Colorado, \*Outward Bound, \*Wilderness Education Programs

As the final part of a three-part evaluation of Colorado Outward Bound summer programs, a control group and an experimental group were evaluated on the four outcome variables of self-esteem, self-awareness, self-assertion, and acceptance of others, and on school achievement the following year. Participants consisted of 34 paying students and 31 students on scholarship; there were 25 girls and 40 boys. All were randomly assigned to experimental and control groups for the 21 day Outward Bound course. The experimental group completed the Inventory on the final day of the course; the control group received the Inventory by mail at about the same time. For both groups, school achievement data were collected from high school counselors. That data consisted of the students' grade point average two semesters following the course, the number of extra-curricular activities participated in, leadership positions held, disciplinary actions, plans to attend college, absences, ability to get along with others, self-confidence, adjustment, and tolerance for others. Results of this study did not confirm results of the earlier study. There were no significant differences between experimental and control groups on self-esteem, self-awareness, or self-assertion. There was a significant negative effect on acceptance of others. Neither sex nor paying status had a significant relationship with the outcome variables. The student achievement measures demonstrated no effects due to the program. (CM)

ED 198 995 RC 012 557

Elledge, Gerald E.

East High School Senior Seminar, 1973 Evaluation.

Denver Public Schools, Colo.

Pub Date—[73]

Note—120p.; For a related document, see RC 012 558. Not available in paper copy due to light print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Education, Budgets, Diaries, Dropout Prevention, Evaluation Methods, \*Experiential Learning, \*Field Trips, High Schools, \*High School Seniors, Interdisciplinary Approach, Interpersonal Relationship, \*Learning Modules, Objectives, Outdoor Education, Parent Attitudes, \*Program Evaluation, Secondary Education, Self Actualization, Self Evaluation (Individuals), \*Seminars, Student Attitudes

Identifiers—Denver Public Schools CO, Outward Bound

East High School's Senior Seminar, a program which allowed groups of senior students to work in the natural environment of the activities or subjects being studied, was evaluated in 1973 by the following



ing indicators: an attitude assessment and appraisal of the program by staff members, parents, and students; a follow-up survey of participants' post-high school status; a cost assessment; student retention data; selected descriptive data of participants; and narrative summary descriptions of the various Seminar learning modules. The study sample included a treatment group of 114 students enrolled in the Seminar and a control group of 114 students randomly selected from senior students. Data indicated: (1) many students and staff members felt that certain specific aims were realized; (2) present reporting, which consisted largely of narrative descriptions, student comments and reactions, logistic requirements, and suggested changes, seemed inadequate for program evaluation purposes; (3) the Seminar involved appreciable cost in additional staff involvement and effort; (4) certain instructional problems emerged; (5) the information as presented created difficulties in making judgments concerning instructional justification for the various modules, the degree of curricular balance, and the logic of sequence; and (6) the organization and administration of the Seminar appeared to be well done. (CM)

**ED 198 996** RC 012 558

Ratloff, L. Stanley

**Senior Seminar 1972: An Evaluation of an Experiential Learning Program at East High School, Denver, Colorado.**

Colorado Outward Bound School, Denver; Colorado Univ., Boulder; Denver Public Schools, Colo.

Pub Date—[72]

Note—63p; For a related document, see RC 012 557.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Education, Diaries, Evaluation Methods, \*Experiential Learning, \*Field Trips, High Schools, \*High School Seniors, Interdisciplinary Approach, Interpersonal Relationship, \*Learning Modules, Outdoor Education, Parent Attitudes, \*Program Evaluation, Secondary Education, Self Actualization, Self Evaluation (Individuals), \*Seminars, Student Attitudes

Identifiers—Denver Public Schools CO, Outward Bound

This 1972 evaluation report of East High School's Senior Seminar, a program for seniors based on the philosophy that on-site, direct-involvement experiences become the basis for learning and broadening the student's perceptual environment, includes narrative descriptions of the various Seminar learning modules as well as the results of questionnaires submitted to the 100 participants of the Seminar, to a control group of 31 randomly selected seniors, and to parents of the participants. Descriptive material is provided for each of the modules (e.g., Outward Bound-Mexico, Power and Politics, Urban Arts, Navajo, Chicano, and St. Louis). The report also includes comments from student journals when they help illustrate the question being asked in the questionnaire. The evaluation report indicates a positive response and enthusiasm for the program by the 93 participants and the 49 parents who responded. It concludes with suggestions for strengthening the Seminar through commitment from the school district, through specifically developed curriculum, and through communication with parents and faculty. (CM)

**ED 198 997** RC 012 559

**Urban Bound: A Report to the Boettcher Foundation and to the Donner Foundation.**

Colorado Outward Bound School, Denver. Spons Agency—Boettcher Foundation, Denver, Colo.; Donner (William H.) Foundation.

Pub Date—Mar 69

Note—47p; Best copy available.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adventure Education, Behavior Change, Delinquency, Delinquent Behavior, \*Delinquent Rehabilitation, Experiential Learning, Group Discussion, Group Dynamics, Males, Outdoor Education, \*Program Evaluation, \*Self Esteem, Stress Variables, Student Teacher Relationship, \*Teacher Role, Teaching Methods, \*Urban Youth

Identifiers—\*Colorado Outward Bound School, Wilderness Education Programs

Urban Bound was begun in 1967 as an experimental two-phase program to help delinquent boys develop self-confidence and channel their energies

appropriately. Phase one, a 21-day mountain program, was designed to build youth-group and youth-instructor relationships, develop self-confidence, provide an acceptable male image, promote communication, and release energy through adventure. Phase two, a 3-month individualized follow-up program of support, recreation, and counseling, was designed to help the youths transfer to the city the lessons they had learned in the mountains. In 1967 and 1968, three groups of probationary youths aged 15 and up were referred to Urban Bound. During phase one they were slow to develop group and instructor relationships; their reactions to stress, the outdoors, and adversity were unpredictable; and they did not respond to standard Outward Bound teaching methods. In phase two, finding suitable meeting places and job opportunities for the boys proved difficult and a volunteer sponsor program was unsuccessful. However, as these problems were solved the program improved. Each group was more successful than the last. Sixty-three percent of the 32 participants did not recidivate by March 1969. (SB)

**ED 198 998** RC 012 560

Fersch, Ellsworth Smith, Mary

**Project Adventure - Year I. Final Quantitative Evaluation for 1971-72.**

Project Adventure, Hamilton, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—[72]

Note—21p; For a related document, see RC 012 561.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adventure Education, Apathy, Attitude Measures, \*Comparative Testing, Grade 10, Outdoor Education, Physical Development, \*Physical Education, Physical Fitness, \*Program Evaluation, Psychological Testing, Risk, School Attitudes, Secondary Education, Self Concept Measures, \*Self Esteem, \*Sex Differences, Student Reaction

Identifiers—Hamilton Wenham Regional High School MA, Outward Bound, \*Project Adventure Six tests were given to the entire sophomore class (120 males, 104 females) at a suburban school north of Boston before and after participation in the Project Adventure physical education program, some goals of which were the development of students' self confidence, improved self-concepts, ability to take physical, emotional, and social risks, decreased passivity, and improved physical functioning, by using many Outward Bound techniques and concepts. The tests included the Tennessee Self-Concept Scale, School Climate Survey, Student Description Form, a questionnaire, an aerobic physical fitness test, and the Rotter Scale of Internal vs. External Control of Reinforcement. Limitations of the study were the lack of a control group, non-testing of absentees, and having a project staff member as evaluator. Results in the school climate category indicated no significant changes in the boys as a group, while the girls saw an increase in teacher warmth and in organizational clarity. Participants perceived a significant decrease in general enthusiasm in the school. In the category of physical self, significant improvement resulted. An overall increase in general self-concept took place, especially in the girls. One of the most significant results was the difference in responses of the boys and the girls, who did much better than expected, to the project. (AN)

**ED 198 999** RC 012 561

Fersch, Ellsworth Smith, Mary

**Project Adventure - Year II. Annual Program Evaluation for 1972-73.**

Project Adventure, Hamilton, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—[73]

Note—26p; For a related document, see RC 012 560. Occasional marginal legibility.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adventure Education, Attitude Measures, \*Comparative Testing, Grade 10, Outdoor Education, Parent Attitudes, Physical Development, \*Physical Education, Physical Fitness, \*Program Evaluation, Psychological Testing,

Risk, School Attitudes, Secondary Education, Self Concept Measures, \*Self Esteem, \*Sex Differences, Student Reaction

Identifiers—Hamilton Wenham Regional High School MA, Outward Bound, \*Project Adventure

For the second year of Project Adventure, an Outward Bound-type physical education program based at Hamilton-Wenham Regional School north of Boston, a battery of 6 tests was administered to the entire sophomore class (123 males and 108 females) before and after the program. Second year results indicated significant, positive changes in responsibility, achievement, physical self, self-concept, willingness to try new things and take risks, and student attitudes concerning the school and each other. Despite changes in staff and students, a wearing-off of newness, and a continuation of first-year limitations (lack of control group, non-testing of absentees, staff member as evaluator), a number of tests showed consistent change in both years. For example, improvement in physical tests was generally consistent for both years; females showed gains in positive identity, achievement motivation, and activities involvement. Self-ratings on participation in class discussions were affected both years; females the first year and males the second year listed themselves as significantly more active in discussion by the end of the year. Included in this report are seven tables of statistical data, discussions of the data, evaluations by participants and parents, and discussions of other performance measures and the student volunteer tutoring program. (AN)

**ED 199 000** RC 012 562

Copp, Barry D. And Others

**Alternate Semester 1972. An Evaluation.**

Boston Public Schools, Mass.; Hurricane Island Outward Bound School, Rockland, Maine; Lincoln-Sudbury Regional School District, Sudbury, Mass.

Pub Date—[72]

Note—72p; For a related document, see RC 012 563.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Environmental Education, \*Experiential Learning, \*Field Experience Programs, Grade 11, Grade 12, Nontraditional Education, \*Outcomes of Education, \*Outdoor Education, \*Program Evaluation, Rural Education, Secondary Education, \*Student Reaction, Urban Education

Identifiers—\*Alternate Semester Program, Outward Bound

Five students from a Boston high school and 35 from Lincoln-Sudbury took part in an alternate semester consisting of 5 units: Outward Bound, environmental issues, urban, rural, and river/building. Students had to be juniors or seniors, have parental permission, and meet graduation requirements. The alternate semester began with Outward Bound, a three week winter survival course in north central Maine. This unit was termed the most successful and came closest to meeting its goals of establishing group unity, building individual self-confidence, expanding self-awareness, and encouraging an appreciation of the wilderness. The unit termed least successful was environmental issues. Students felt the series of lectures and films were irrelevant. The purpose of the urban unit was to study the urban environment and to provide the students with an opportunity to pursue interests and meet people with different life styles. The students lived with Boston families and worked for public and private groups in education, politics, health, and business. In the rural unit, various students worked on farms, in a historical restoration project, in one-room schools, in a fish hatchery, for a veterinarian, etc. The river/building unit was planned and executed by the students who, with \$200 and lumber from an old barn, constructed a 16 x 16, two-story, dormered building in Grafton, Vermont. Evaluations by students, staff, parents, and employers are included. (AN)

**ED 199 001** RC 012 563

**A Report on Alternate Semester 1973-74.**

Lincoln-Sudbury Regional School District, Sudbury, Mass.

Pub Date—[74]

Note—40p; For a related document, see RC 012 562.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Experiential Learning, Field Experience Programs, Grade 10, Grade 11, Grade 12, \*Nontraditional Education, \*Outcomes of Education, Outdoor Education, \*Program Evaluation, \*Rural Education, Secondary Education, Student Reaction, \*Urban Education

Identifiers—\*Alternate Semester Program

In the third year of Lincoln-Sudbury's Alternate Semester program, 22 students participated, with 2 teachers sharing responsibilities in a new program format: a fall planning unit; a 10-day stay in Grafton, Vermont; a 15-week period spent alone or in small groups, working and living in urban and/or rural settings for modules of time dictated by each student's needs and wishes; a final 2-week group project preparing an American summer camp for opening near Inverness, Cape Breton, Nova Scotia. Goals for the project remained basically the same: to foster responsibility, independence, awareness, and sensitivity. Rather than spend \$350 per student for an Outward Bound course, the group elected to spend 10 days at Grafton, Vermont in a cabin built by the first Alternate Semester group. This report includes comments by the students on the urban and/or rural units, a student group evaluation of the advisors, an evaluation by a psychologist who was also a rural employer, and evaluations by the two advisors. One of the advisor evaluations describes nonparticipants (students in regular high school classes) as bored, restless, and motivated more by external pressures than by an interest in learning, while the Alternate Semester students "were excited by what they were learning...and beginning to find some direction for their lives." (AN)

**ED 199 002**

RC 012 564

Morris, Lynne Clemmons Morris, Judson Henry, Jr.

Meeting Educational Needs in Rural Communities Confronting Rapid Growth.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0023

Note—55p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 (\$7.55 ea., discounts on 20 or more).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Agency Cooperation, Community Coordination, \*Community Development, Community Involvement, Community Planning, Community Problems, Community Services, \*Consultation Programs, Coordination, \*Educational Needs, Educational Planning, Games, Rural Development, \*Rural Education, Rural Schools, \*School Community Relationship, School Role, Simulation, \*Urban to Rural Migration

Identifiers—Boombtowns

A strategy to assist in community development can help rural schools in rapidly growing areas meet the changing educational needs of their communities. Such a strategy should include gathering information about anticipated changes in the size and composition of the school population in order to plan for adequate staff and facilities. Planning for growth should also involve the consideration of service arrangements which best serve the community's needs, especially as community members begin to respond to four major growth-related changes: superinflation, service demands in excess of service capabilities, change in socio-cultural structure, and increased people problems, such as oldtimer-newcomer conflicts. Schools can be a logical catalyst for initiating important service arrangements such as consultation with mental health and social service agencies. Schools can also help foster the formation of formal interagency networks which in turn support community development as a whole. As rapid growth occurs in the rural community, schools can provide leadership and decision making simulations to improve the community's ability to respond to growth-related change. Rural schools can build around the unique educational needs of different age groups, including adults and the elderly, to address the educational needs of the entire community. (SB)

**ED 199 003**

RC 012 565

Smathers, Keener, Ed.

Wilderness and Urban Challenges in the Academic Areas: Proceedings of the Conference on Outdoor Pursuits in Higher Education (Lake Cayuga, Ithaca, New York, April 23-25, 1976). Appalachian State Univ., Boone, N.C.

Pub Date—76

Note—54p.; For a related document, see ED 103 185.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adventure Education, Affective Behavior, \*Anthropology, \*College English, Diaries, Experiential Learning, \*Higher Education, Inservice Education, Interdisciplinary Approach, Legal Responsibility, \*Outdoor Education, Safety, School Orientation, Self Actualization, Staff Development, Student Teachers, Teacher Attitudes, \*Teacher Education, Teaching Methods, Workshops

Identifiers—Appalachian State University NC, Outward Bound, State University of New York Coll at Potsdam, \*Wilderness Education Programs

In April 1976, the National Conference on Outdoor Pursuits in Higher Education convened to re-examine the potential effectiveness of a small group in focusing on identifiable issues and program possibilities at the college level. The conference, which was loosely structured and held to a limited participation, featured presentations on outdoor pursuits in the academic areas and a series of workshops on liability and safety, staffing, freshman orientation, interdisciplinary courses, and funding. The first presentation described a study by Hawkes which showed positive changes in the attitudes and behavior of teachers who had had an Outward Bound experience and a study by Smathers which reported on the potential of Outward Bound type experiences in the training of student teachers. The second presentation described the State University of New York's "Wilderness Workshop," a 3 hour credit course in American literature open to undergraduate and graduate students and other interested adults. The third presentation described Appalachian State University's use of wilderness experiences to teach anthropology in three ways: as a means of building individual initiative, group communication, and esprit d'corps in classes with no specific environmental theme, as a major project in the "Man and His Environment" course, and as an experience in primitive living in an anthropology class on North American Indians. The conference ended with a business sessions report. (CM)

**ED 199 004**

RC 012 567

Legal Rights and Responsibilities in the Public Schools: A Handbook for Teachers in California Schools.

Abinanti & Tripp, Arcata, Calif.

Spons Agency—California State Univ.-Humboldt, Arcata.

Pub Date—[76]

Note—52p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Access to Education, American Indian Education, \*Codes of Ethics, Compensatory Education, Compliance (Legal), Compulsory Education, Delinquent Behavior, \*Discipline Policy, Dress Codes, Elementary Secondary Education, Expulsion, Freedom of Speech, Religion, \*Student Behavior, \*Student Records, Student Responsibility, \*Student Rights, Suspension, \*Teacher Responsibility

Identifiers—\*California

Designed as a general introduction to some areas of the law which directly affect teachers and students in California schools, the purpose of this handbook is to enable teachers to protect themselves in the performance of their duty and to protect their students by conveying needed information about student rights and responsibilities. Part I, "Fundamental Rights of Students," discusses the right to an education, compulsory education, searches and seizures, due process, freedom of speech and expression, and religion in the school. Part II, "Student Behavior," describes the regulations governing suspension and expulsion, corporal punishment, dress codes, grooming and appearance, smoking, and truancy. Part III discusses the teacher's duty to protect students. Part IV, "Crimes, Law Enforcement, and the Schools," summarizes criminal violations concerning alcohol, drugs and narcotics, weapons, fighting, theft, miscellaneous

"youth crimes," crimes against school personnel and property, and loitering. Part V, "Privacy and Disclosure of Student Records," discusses annual notification of parents or guardians, access to records, pupil record categories, and correction or removal of information. Part VI, "Special Programs," discusses special education, compensatory education, Indian education, and the rights of gay students. Although coverage of the subject matter is general, citation of legal authority provides a starting point for further investigation. (CM)

**ED 199 005**

RC 012 568

Totusek, Patsy F. Doss, David A.

A Peek at Pre-K. Publication No. 80.57.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—81

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Achievement Gains, Bilingual Students, Black Youth, Class Activities, \*Classroom Observation Techniques, Comparative Analysis, Computer Programs, \*Curriculum Evaluation, \*Curriculum Research, Mexican American Education, \*Migrant Education, Preschool Curriculum, \*Preschool Education, \*Records (Forms), Spanish Speaking

Identifiers—Austin Independent School District TX, Early Childhood Observation Form, ESEA Title I Migrant Programs

The Early Childhood Observation Form was developed to compare and evaluate two distinct curriculums used in Title I and Title I Migrant Pre-Kindergarten classrooms in the Austin Independent School District during the 1979-1980 school year. Variables recorded on the form included language spoken, group size, activity, adult instructional involvement, instructional responsibility, adult contact, and curriculum used. Design of the form provided for day-long, minute-by-minute observations of randomly selected students on randomly selected observation days by two trained observers. The form was judged useful in examining a variety of curriculum approaches, assessing the extent to which a curriculum has been implemented, relating classroom practices to achievement gains, and/or contrasting curriculums. Findings from a total of 100 day-long observations were that Title I students received 22 minutes more instruction in a day which averaged 19 minutes longer, took more naptime (36% compared with 27%), spoke and heard less Spanish (1% compared with 11%), were part of larger groups (averaging 10 members, compared with 8), and received less instruction from teacher aides and more from teachers than Title I migrant students. Also included are background material on the form's development, directions and procedures for observers, statistical results, the Early Childhood Observation Form, a card file layout for computer analysis, and the computer program. (AN)

**ED 199 006**

RC 012 569

Dunne, Faith

"They'd Never Hire a Girl": Vocational Education in Rural Secondary Schools.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[80]

Note—50p.; Several pages may not reproduce clearly.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Community Attitudes, Employer Attitudes, \*Employment Opportunities, Employment Patterns, \*Females, Job Training, Labor Market, Marriage, Peer Influence, Program Design, Rural Areas, \*Rural Education, Rural Youth, Secondary Education, \*Sex Stereotypes, Student Attitudes, Teacher Attitudes, Teacher Role, Values, \*Vocational Education

Identifiers—Profile of Occupational Interests

Rural high school girls face a strong home-versus-career conflict stemming from traditional rural values and myths about women. They also face the reality of few local job opportunities, due to rural economic and value structures and to occupational sex-stereotyping. For the most part, rural secondary vocational education maintains its historically sex-stereotyped approach, channeling young women

into traditionally female programs which leave them prepared for only the lowest-level jobs or for no paid work at all. Few rural vocational education programs offer a broad range of high level opportunities to all students. Most schools prefer to train students in generalized skills broadly applicable to local markets. Few rural vocational education teachers actively encourage women to compete in the male-dominated vocational programs. Even when women do compete, local employer and peer attitudes frequently exclude them from the labor market. Rural high school girls could benefit from re-education of rural vocational teachers and employers about women's potential and the development of sex-neutral educational programs, and from vocational education courses designed to help them develop realistic career orientations, consider non-traditional occupations, train as entrepreneurs, and use their skills for supplementary income. An appendix describes the methodology of the study. (SB)

ED 199 007

RC 012 570

Ponce, Suanna Gilman

Cuentos Folkloricos Mexicanos para Todos los Niños. Serie de Literatura Bilingüe para Niños (Folkloric Tales from Mexico for All Children. Children's Bilingual Literature Series).

Bilingual Media Productions, Inc., Berkeley, Calif. Pub Date—78

Note—162p.; Paper copy not available due to publisher's choice.

Available from—B.M.P. Inc., P.O. Box 9337, North Berkeley Station, Berkeley, CA 94709 (\$28.00 per set of 12)

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030) - Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Animals, Bilingual Education, \*Children's Literature, Cultural Background, Elementary Education, English, \*Folk Culture, \*Legends, Mexican American Education, \*Mexicans, \*Reading Materials, Spanish, \*Tales

Identifiers—\*Bilingual Materials

Six short Mexican folk tales for children are presented in Spanish and English. Each version is presented in its own booklet. The stories are illustrated with full-page black and white drawings. "The Man Who Owned the Bees" is a story about four boys who encounter Xachan'achin, the owner of the bees in the forest. "The Magic Lady of the Water" is a tale about a poor unloved boy who is aided by the Water Princess. "The People Find Their Home" is the legendary story of the founding of Tenochtitlan (now Mexico City). In "How Cats Were Made," a cat molded out of clay to ward off a mysterious night visitor turns into a real cat and begins chasing mice. "The Monkey, the Buzzard, and the Eagle" is the story of three men who are punished or rewarded for their deeds by being turned into animals. In "How the Lizard Found the Sun," the puzzle of the mysterious disappearance of the sun is solved by the lizard who finds a strange glowing rock. (SB)

ED 199 008

RC 012 572

Hecht, Kathryn A.

Non-Receipt of Federal VEA Funds: Why Some Districts Don't Apply (and Other Issues Related to Rural Vocational Secondary Education).

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 80

Note—45p.; For related documents, see RC 012 573-578.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrative Problems, Agricultural Education, Career Education, Community Involvement, Cooperative Education, Educational Finance, Educational Innovation, Educational Philosophy, Educational Research, \*Federal Aid, Home Economics, Industrial Arts, Postsecondary Education, \*Rural Schools, \*Secondary Education, Sex Stereotypes, \*Small Schools, State Programs, Teacher Certification, Teacher Recruitment, \*Vocational Education

Identifiers—\*Vocational Education Act 1975

Eight on-site visits (focusing on school districts which did not use federal Vocational Education Act funds) were made with state vocational education administrators and rural school superintendents in two states to identify factors related to providing vocational education to rural secondary students, to ascertain why some rural districts did not apply for federal and/or state vocational education funds, and

to establish what vocational education services students in those districts received. Local superintendents were most concerned about finding and keeping certified vocational teachers. The small amount of money and the volume of paperwork entailed discouraged some from applying for federal funds. Reasons for not wanting to join or contract with area vocational schools included cost, travel, distance, and political considerations. A number felt that their own industrial arts programs were best suited to their students and community. Some superintendents were not sure whether the requirements which concerned them were federal or state. State level vocational administrators were also concerned about the proper role and funding for industrial arts and career education programs. Both states were in the process of developing multi-occupational cooperative programs. State officials had more direct problems with and suggestions for changing federal law than local officials had. Data indicated that cooperative efforts of federal, state, and local educators were needed to resolve the issues of rural vocational programs. (CM)

ED 199 009

RC 012 573

Hobbs, Daryl

An Analysis of the North Central United States with Particular Reference to Vocational Training Needs and Opportunities for Rural Students.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 80

Note—63p.; For related documents, see RC 012 572 and RC 012 574-578.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Agricultural Education, Apprenticeships, Community Attitudes, \*Demand Occupations, Educational Needs, \*Educational Opportunities, \*Employment Opportunities, Employment Patterns, Labor Market, Migration, Population Distribution, Postsecondary Education, Regional Schools, \*Rural Areas, Secondary Education, Service Occupations, \*Vocational Education, Vocational Schools

Identifiers—\*Missouri, \*United States (North Central)

Recent changes in patterns of population location, industrial employment, and technology in the north central United States have produced implications for vocational education in rural areas. Missouri has greater social, cultural, demographic, and economic diversity than other states in the region, but is representative of the area for purposes of developing implications for rural vocational education. Area vocational schools are the primary means through which Missouri's rural students gain vocational training opportunities. About 70% of those who graduate from secondary and postsecondary programs are employed as trained. However, a demand for some services in rural areas is not being met; no vocational training programs exist for many of the more interesting and remunerative careers in rural communities because there is no mass market for the skill. To correct this, Missouri has experimented with a contract vocational education program of apprenticeship training. Trainers are community residents and employers who have skills for which there is a demand and no existing training program. In addition, a four-year secondary vocational agriculture program emphasizes general knowledge and entrepreneurship. Areas of projected rural employment growth include health care, accounting, computer technology, repair services, law enforcement, child care, transportation, retailing, and energy related careers. Statistical trends in population, income, economic base and education are detailed for the north central states. (CM)

ED 199 010

RC 012 574

Haupt, Roy C. Schmidt, Frederick E.

Rural Vocational Education: Conditions and Problems in Vermont and the Rural Northeast.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—NIE-P-0122

Pub Date—Aug 80

Note—36p.; For related documents, see RC 012 572-573 and RC 012 575-578.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Delivery Systems, Demand Occupations, Demography, \*Economic Development, \*Employment Opportunities, Federal Programs, Federal Regulation, Federal State Relationship, \*Labor Force

Development, Labor Market, Local Government, Postsecondary Education, Regional Schools, \*Rural Areas, Rural Economics, Secondary Education, State Federal Aid, \*Vocational Education Identifiers—Comprehensive Employment and Training Act, \*United States (Northeast), \*Vermont

Vermont, the most rural state in the northeastern United States, can represent that area for consideration of the problems of rural vocational education. Nearly 21% of Vermont's work-aged population has vocational training. More than half of all high school juniors and seniors now enroll in vocational education programs, and new adult education programs appear regularly. Manpower training, designed to strengthen state and local economies, has been a prerogative of the state government. However, the Federal Comprehensive Employment and Training Act (CETA) now contributes to several important programs in labor force development and training, and provides employment opportunities for the unemployed. Presently, vocational education completions in agriculture and office occupations outnumber openings in the state labor market; however, programs are not meeting labor force demands in forestry, machinery manufacturing, recreation, personal services, and health, education, and professional services. Because the Northeast has more high quality industries in non-metropolitan areas than do other areas of the United States, vocational education efforts must be linked to both job quality and economic development objectives. Difficulties in transportation and accessibility, inequitable financial allocations, program arrangements designed for urban rather than rural areas, and excessive Federal regulations and paperwork create administrative problems in Vermont's rural vocational education and training programs, although some benefits have resulted from Federal involvement. (CM)

ED 199 011

RC 012 575

"I Don't Want to Drive a Mack Truck." Rural Southern Values and Attitudes - Barriers to Women in Non-traditional Vocational Education.

Carney/Taylor Associates, Atlanta, Ga.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—30 Nov 80

Note—54p.; For related documents, see RC 012 572-574 and RC 012 576-578.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Change, Blacks, Career Choice, Community Influence, Educational Opportunities, Employer Attitudes, \*Females, Institutional Characteristics, \*Nontraditional Education, Parent Influence, Peer Influence, \*Regional Attitudes, Role Models, \*Rural Areas, Rural Schools, Secondary Education, Sex Role, Sex Stereotypes, \*Social Values, Teacher Attitudes, \*Vocational Education

Identifiers—\*United States (South)

Traditional sex role stereotypes, as reflected in the attitudes and values of rural southern females, educators, employers, male partners, parents, and communities, have a negative influence on the southern rural female's desire for and access to non-traditional training and employment; black females face both racial and sexual bias. Mothers exert the strongest influence on their daughters' career decisions. Although federal educational policies and programs can offer opportunities for rural women to gain employment in traditionally male-dominated occupations, real change must come from rural women and others who help determine vocational choices and opportunities. A growing number of women are joining together and seeking assistance in entering non-traditional vocations, many for economic motives. Community-based organizations are expanding opportunities for women. Provision of information about economic opportunities in non-traditional vocations is one means of overcoming traditional obstacles. Information programs should: (1) include wage and salary information; (2) furnish education and career information for mothers; (3) encourage a non-sexist approach to vocational education in public school systems; (4) prepare information for potential employers and co-workers; (5) provide counseling for female vocational education students; (6) sponsor demonstration programs in the community; (7) utilize women's networks and groups; and (8) encourage rural organizations to disseminate information and foster change. (CM)



ED 199 012

RC 012 576

Smith, Kathryn Baker

Rural Vocational Education and Economic Development in the Western States.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 80

Note—32p.; For related documents, see RC 012 572-575 and RC 012 577-578.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, American Indians, Bilingualism, Community Control, \*Community Programs, Cultural Traits, \*Economic Development, \*Educational Opportunities, \*Employment Opportunities, Financial Support, Mexican Americans, Migration, Population Growth, Regional Schools, Relevance (Education), Rural American Indians, \*Rural Areas, Secondary Education, \*Vocational Education, Young Adults

Identifiers—\*United States (West)

Western United States (characterized by low population density with small, scattered urban centers) underwent tremendous economic and population growth in the 1970's. The impact on small towns and rural areas included ecological damage and fewer permanent jobs than had been anticipated available to local persons. In spite of area growth, most rural youth (predominantly white, with significant Hispanic and American Indian segments) continue to migrate to larger population centers to get good jobs or training for future careers in their home community. Many small rural high schools cannot offer vocational education options other than agriculture and homemaking because of insufficient students to qualify for teachers and equipment, problems with state funding mechanisms, and excessive time and paperwork required to obtain small amounts of federal funds. American Indian and Hispanic youth have special problems (language and cultural differences, lack of role models, high family poverty rates) which affect work patterns. Challenges for rural vocational education are to reconcile alternative cultural patterns with regular working patterns, and to equip individuals with broad-based skills so they can remain and contribute to their community's economic development; a possible solution is the community development corporation concept, using the rural school as its center. (MH)

ED 199 013

RC 012 577

Goodman, Robert

"Free Training": Special For-Industry State-Subsidized Job Training Programs in Two States.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—NIE-P-79-0111

Pub Date—[80]

Note—49p.; For related documents, see RC 012 572-576 and RC 012 578.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, \*Economic Development, Economic Factors, Educational Policy, Educational Quality, Education Work Relationship, Employment Opportunities, Federal Aid, Federal Programs, \*Industrial Education, \*Job Training, \*Labor Force Development, Postsecondary Education, \*Rural Areas, School Business Relationship, State Aid, State Departments of Education, State Programs, Unions, Vocational Education

Identifiers—Comprehensive Employment and Training Act, \*Minnesota, \*South Carolina

Tailored-for-industry programs like South Carolina's Special Schools and Minnesota's New Jobs raise questions concerning the effectiveness of such programs in creating jobs and their influence on future local and national education policy. Almost every state has a subsidized for-industry program which trains workers for new or expanding industries at little or no cost to the industries; some benefit industry primarily by screening potential employees for labor union background, behavioral and other characteristics. The content and direction of the programs reflect the specific needs of the industry rather than those of the students. Through the programs, states may use funds from federal agencies and programs to compete against one another for industrial development and jobs, often resulting in job shifting rather than job creation. In many cases, industry's use of subsidized training appears to be related more to receiving subsidies than to training workers. No significant evidence demonstrates that the subsidized aspect of these

programs plays a critical role in expanding or maintaining jobs in a state. The fact that education departments provide programs in which industry determines the content, location, and criteria for choosing trainees has definite implications for the future of state-supported education. If such programs become a model for future vocational education policy, the content and availability of vocational education could become seriously limited. (CM)

ED 199 014

RC 012 578

Adams, Frank Miller, Jennifer

That Little Has Changed: Vocational Education in the Rural South.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Note—64p.; For related documents, see RC 012 572-577.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, \*Blacks, Career Education, Disabilities, \*Disadvantaged, Educational Opportunities, Educational Policy, Education Work Relationship, \*Employment Opportunities, Equal Education, Females, High School Students, Postsecondary Education, Racial Bias, \*Regional Attitudes, \*Rural Areas, Rural Education, Secondary Education, Sex Bias, Stereotypes, Test Bias, \*Vocational Education

Identifiers—\*United States (South)

The South's rural high schools, particularly their vocational education programs, reflect the history, social relationships, attitudes, and values of the region. Competitive and competency examinations eliminate large numbers of students from advancement to more intensive academic work or vocational skills training. Many students from poor families take vocational education as their sole means for gaining economic security. Vocational education is at the bottom of the educational system in the class origins of its students and in their job prospects; it "has become a means to prepare rural Southern youngsters for entry-level openings in any low-skilled, low-wage industry which happens to need job fodder." The curriculum also perpetuates stereotyped roles for blacks and women, and often fosters emotional and academic dependency and unquestioning acceptance of authority. About half of the currently-offered vocational courses are in home economics or agriculture. Little is done for the emotionally and physically handicapped. Students graduate with little or no training in specific technical skills; the skill training they receive is usually for jobs found only in more metropolitan centers. After graduation, students can: (1) accept a low-paying job in any manufacturing plant that will hire them; (2) attend a technical institute or community college to acquire needed skills, if they can afford it; (3) enlist in the military for its vocational training. (CM)

ED 199 015

RC 012 588

El Día de la Independencia, September 16, 1810:

El Grito de Dolores (Independence Day, September 16, 1810: The Cry of Dolores).

Oakland Unified School District, Calif.

Pub Date—70

Note—31p.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Cultural Activities, \*Cultural Background, Curriculum Guides, Educational Resources, Elementary Education, Enrichment Activities, \*Instructional Materials, \*Latin American History, Mexican Americans, \*Mexicans, \*Revolution

Identifiers—Grito de Dolores, Holidays, Independence Day (Mexico), \*Mexico, Spanish Surnamed

Each year on the eve of September 16, when the President of the Republic of Mexico has rung the church bell that once hung in the belfry at the Church of Our Lady of Sorrows in the small town of Dolores Hidalgo, he has once more proclaimed Independence Day. When Father Miguel Hidalgo y Costilla rang that same bell on September 16, 1810, he rang it to call his people to arms. The call became known as "El Grito de Dolores." A handful of Creoles (Spaniards born in Mexico) and thousands of enraged Indians kindled the flame of liberty much as the American forefathers did in their attempt to overthrow the yoke of tyranny. Although the Mexican struggle culminated in the execution of the revolutionaries, actual independence was achieved

after eleven more years. The story of that struggle is retold in this booklet so that students of all cultural backgrounds may share a common experience and come to understand that Mexico's struggle for independence is not unlike that of the United States and many other nations. The story and the curriculum planning suggestions, which include an annotated list of audiovisual materials, should enable schools to prepare appropriate activities and develop programs for highlighting the contribution of Mexican Americans to our society and for celebrating September 16. Rules for Spanish name derivation and for pronunciation are appended. (AN)

ED 199 016

RC 012 623

Dillman, Caroline M.

Southern Rural Parents' Orientation Toward Education and Upward Mobility for Their Children.

Pub Date—13 Apr 81

Note—31p.; Paper presented at the meeting of the American Educational Research Association (Los Angeles, CA, April 13, 1981). Paper copy not available due to author's choice.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aspiration, Cultural Differences, \*Cultural Influences, \*Educational Attitudes, Educational Mobility, Family School Relationship, Grade 10, Higher Education, High School Students, Low Income Groups, Parent Aspiration, \*Parent Attitudes, Quality of Life, Rural Education, \*Rural Family, School Attitudes, Social Values, Sociocultural Patterns, \*Student Attitudes, \*Whites

Identifiers—\*United States (South)

To investigate the social context of education for low-income Southerners, a study concentrating on white Anglo-Saxon Protestants in a rural Southern mill village in general, and on 22 white 10th grade children and their parents in particular, used a combination of ethnographic techniques and standardized interview questions. Responses concerning 2 descriptive research questions, "What is the parents' orientation toward education and toward upward mobility through education?" and "What is the parents' orientation toward encouragement of education at home?" were gathered from 11 families, interviewed and observed in their homes; information about 11 other families came from informants. Parents responded positively to global questions about education and upward mobility through education, and about home encouragement of education, an expected "lip-service" response. However, answers to specific questions concerning expressed behaviors of these attitudes were mainly negative, as were those about leaving the village for further education or job improvement. It was inconceivable that any of the children would go to college or move away from family and community. Thus, cultural values are an impediment to education and upward mobility. Educators should know these underlying cultural reasons why rural children of such background do not aspire educationally or occupationally. (JD)

ED 199 017

RC 012 628

Bass, Gail Berman, Paul

Analysis of Federal Aid to Rural Schools, Part II: Special Needs of Rural Districts.

Rand Corp., Santa Monica, Calif.

Pub Date—Apr 81

Note—26p.; Paper presented at the meeting of the American Educational Research Association (Los Angeles, CA, April 1981). Not available in paper copy due to publisher's choice. For related documents, see ED 172 969 and ED 184 804.

Available from—The Rand Corporation, 1700 Main St., Santa Monica, CA.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Educational Finance, \*Educational Needs, Educational Policy, Elementary Secondary Education, Faculty Recruitment, \*Federal Aid, \*Needs Assessment, Regional Programs, Resource Allocation, \*Rural Schools, \*School Districts, School Funds, Shared Services, Small Schools, \*Systems Analysis, Use Studies

Identifiers—\*Elementary Secondary Education Act Title IV

For a 1977 qualitative analysis of the implementation of federally-funded programs in rural school

districts, telephone interviews and/or field visits were conducted with various agencies in Vermont, North Carolina, Georgia, Kansas, Maryland, and California in order to identify rural districts which reflected a range of demonstrated ability to attract and utilize federal Title IV funds and which met a strict definition of rural. The investigation focused on the systemic needs of district organizations that arise because of small size and remoteness, rather than on the needs of students per se or of the population served by rural districts. The needs identified (financial constraints, difficulties of attracting staff, and administrative limitations) represented severe obstacles to maintaining or improving quality of schooling in "stressed" districts (high concentrations of poor and minority children and severe economic stagnation). Possible solutions and strategies identified included revising funding mechanisms, sharing services and regional agencies, building organizational capacity in rural districts, devising incentives for personnel, making adjustments in federal regulations, recognizing diversity among rural districts, and designing federal education policies which more effectively serve rural students and would require more research on needs and on potential strategies. (AN)

ED 199 018 RC 012 632

Harrison, Scott

A Bibliographic Essay Pertaining to Navajo Indians.

Pub Date—15 Dec 80

Note—28p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*American Indian Culture, \*American Indian Education, American Indian Reservations, American Indians, \*American Indian Studies, Cultural Background, Cultural Images, \*Cultural Influences, \*Culture Contact, Educational History, Elementary Secondary Education, \*Literature Reviews, Tribes, United States History

Identifiers—\*Navajo (Nation)

Introduced by a discussion of the fact that most of the works cited describe Navajos as they "used to be" and an admonition against the common practice of placing all Navajos, or all Indians, under one stereotype, this bibliographic essay traces the history of Navajo contact with the white man and emphasizes efforts at educational development. Six divisions discuss the major works of the best known authors and important original sources in the following areas: (1) contact with the white man; (2) a new life (with emphasis on the relations of Indian traders with the Navajos); (3) rugs and jewelry; (4) going to school (concentrating on Navajo education, past and present); (5) new forces at work (which deals briefly with Navajo participation in the Second World War and its influence on Navajo education, and mentions two scholars of Navajo language and culture); and (6) works, mainly anthropological, about the Navajo people. Types of works cited include documented accounts of activities, reports, journals, histories, essays, novels, bibliographies, photographic essays, and stories of Navajo traditions, life style, and culture. All books discussed are available through the General Libraries System of the University of Texas at Austin. (JD)

ED 199 019 RC 012 642

Beauford, E. Yvonne Walker, Melvin E. Jr.

Escape from Poverty: A Study of Social-Structural and Psychological Factors That Facilitate Upward Mobility Among the Poor.

Fort Valley State Coll., Fort Valley, Ga.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Aug 80

Grant—701-15-04C

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, \*Attitudes, Blacks, Cultural Influences, Economically Disadvantaged, \*Economic Factors, \*Economic Progress, Educational Status Comparison, Family Characteristics, Goal Orientation, Occupational Mobility, \*Poverty, Quality of Life, Race, \*Rural Family, Social Mobility, Sociocultural Patterns, \*Socioeconomic Influences, Whites

Identifiers—\*Georgia

The study of families who escaped poverty examined the relationship between possession of selected

demographic, resource, social, and value characteristics and economic situation and attempted to determine which traits most significantly affected the ability to escape poverty. From personal interviews with a stratified cross-sectional unrestricted sampling of household heads of 943 families representing 19 primarily rural Middle Georgia counties, 2 sub-groups were used for the analysis: 112 "poverty cycle" families and 116 "escaped poverty" families. Persons who had escaped poverty had lived in the community for a longer period of time, were in middle and maturing age brackets, and were significantly better educated than families with similar histories who remained in poverty. Other significant factors were perceived control over events in their lives, as measured by feelings of powerlessness and alienation, and the social-structural factors of race and education. Also, economic factors alone clearly did not account for one's ability to escape poverty. Thus, programs designed to eliminate the consequences of long-term impoverishment should not only provide economic assistance but also focus attention on elimination of psychological and structural restrictors to achievement and upward mobility. (JD)

ED 199 020 RC 012 647

Kirkness, Verna J. More, Arthur J.

The Structure of the Native Indian Teacher Education Program and "Indianness".

Pub Date—15 Apr 81

Note—17p.; Paper presented at the American Educational Research Association Conference (Los Angeles, CA, April 15, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Education, American Indians, American Indian Studies, \*Canada Natives, Community Involvement, \*Cultural Background, Curriculum, Ethnicity, Higher Education, \*Nontraditional Education, Power Structure, \*Program Design, Student Teaching, Teacher Certification, Teacher Education, \*Teacher Education Programs

Identifiers—Canada, \*Native Indian Teacher Education Program, Support Services, University of British Columbia (Canada)

The objective of the University of British Columbia's Native Indian Teacher Education Program (NITEP) is to increase the number of native Indian certified teachers by developing an alternative program of teacher education more appropriate to Indians' cultural heritage and educational background. Open only to students of Indian ancestry, NITEP began in 1974. Although standards and most courses are similar, NITEP differs from the regular teacher education program in that student teaching in Indian communities (after basic education practice courses) precedes theoretical coursework, two Indian Studies courses are included in the curriculum, and students attend one of six off-campus centres for their first two years in the program. Off-campus instruction is provided by visiting teachers from the main campus and in some cases by local instructors. NITEP students transfer to the main campus for the third year, a minimum requirement for teacher certification, and the fourth year, leading to a bachelor's degree as well as certification. Support services (counseling, financial support, and advice) are important to the program. The "Indianness" of NITEP has been furthered by its Indian-related content and by influence from points of Indian power (Advisory Committee, supervisor, staff, students, communities with off-campus centres) within NITEP. (SB)

ED 199 021 RC 012 648

Indian Education Oversight. Hearing before the Select Committee on Indian Affairs, United States Senate, Ninety-Sixth Congress, Second Session on Oversight of Indian Education (Public Laws 95-561 and 95-608).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date—24 Jul 80

Note—376p.; Not available in paper copy due to small print size.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Education, American Indians, \*Boarding Schools, \*Educational Finance, Federal Aid, Federal Indian Relationship, \*Government School Relationship, \*Reduction in

Force, \*School Closing, Self Determination, Tribes

Identifiers—\*Bureau of Indian Affairs, Congress 96th, Contract Schools, Fort Sill Indian School OK, Johnson O Malley Act, Stewart Indian School NV

The July 24, 1980, Indian education oversight hearings focused on four issues: the proposed closing of the Fort Sill and Stewart Indian Boarding Schools; the furloughing of Bureau of Indian Affairs (BIA) teachers; contract schools' problems with indirect costs and operations and maintenance funding; and a study of Johnson O'Malley support for basic school operation. Citing possible reductions in educational opportunities and increased crowding in other schools, representatives of the Apache, Kiowa, and Comanche Tribes of Oklahoma; the Phoenix Area Intertribal School Board; the Reno Sparks Tribal Council; the Intertribal Council of Nevada; the National Congress of American Indians; the National Federation of Federal Employees; and the Fort Sill and Stewart Indian Schools opposed the school closings and BIA restrictions on student transportation. The National Council of BIA Educators and the National Federation of Federal Employees opposed teacher furloughs. Representatives of the Coalition of Indian Controlled School Boards, the Navajo Nation, and the Confederated Tribes of the Warm Springs Reservation of Oregon expressed concern about Public Law 95-561. The National Congress of American Indians called for further research on Indian response to the Johnson O'Malley study. Earl Barlow, Director of the Office of Indian Education, justified the school closings and responded to funding questions. (SB)

ED 199 022 RC 012 649

Helge, Doris I. Marrs, Lawrence W.

Recruitment and Retention in Rural America.

Pub Date—27 Apr 81

Note—22p.; Paper presented at the National Conference on Special Education in Rural Areas (Murray, KY, 27 April-1 May 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Labor Turnover, Motivation, Motivation Techniques, Personnel Needs, \*Personnel Selection, \*Rural Areas, Rural Schools, \*Special Education Teachers, Staff Development, \*Teacher Persistence, \*Teacher Recruitment

Identifiers—\*Maslows Hierarchy of Needs, Teacher Burnout

Social isolation, extreme weather conditions, inadequate housing, and low salaries often characterizing rural areas cause problems in recruiting and retaining special education personnel. Successful interviewers for rural districts must include four components in their recruitment strategies: the use of intrinsic rather than extrinsic motivators, the consideration of local cultural norms in personnel choice, the use of the interviewee's needs and motivations, and the creative selling of the school district. The most effective recruiting occurs when all the rural area's resources are fully exploited, negative characteristics are presented positively, and unchangeable limitations are met honestly. Retaining personnel requires a similar strategy. Because personnel who remain in an area usually share that area's goals and expectations, a district should make every effort to help new staff members acclimate, teaching them about the local power structure and communication system and structuring their initial experiences for success. The district must have long-term strategies to address the unchangeable aspects of employment and to enhance staff development possibilities. Rural districts need a formal interagency recruitment system that includes forecasting, communication, and matching of needs and resources. The National Personnel Needs Data Bank maintains an informal exchange for districts in search of qualified special education personnel. (SB)

ED 199 023 RC 012 655

Indian Education Act, Title IV, Public Law 92-318.

Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—2 May 80

Note—75p.; Paper copy not available due to small print size.

Pub Type—Historical Materials (060) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Education, American Indians, \*Educational Finance, \*Educational Legislation, Elementary Secondary Education, \*Eligibility, Federal Aid, Federal Indian Relationship, Government Role, \*Grants, Hearings, \*Program Administration

Identifiers—Congress 96th, \*Indian Education Act 1972 Title IV, Office of Indian Education, Parent Advisory Committees

During a meeting held on May 2, 1980, the House Subcommittee on Elementary, Secondary, and Vocational Education focused on the administration of the Indian Education Act, Title IV of Public Law 92-318. Title IV of Public Law 92-318 and Title XI of Public Law 95-561 (legislation administered within the Department of Health, Education, and Welfare) were entered in the record. Dr. William L. Smith, Commissioner of Education, submitted his testimony for the record, and then he and his colleagues answered the Committee's questions concerning: (1) changes in the application process for grant awards; (2) problems and delays encountered in finalizing Part A application packages; (3) problems caused by applicants returning incomplete or deficient applications; (4) delays attributed to the program regulation publication schedule; (5) technical and quality reviews of grant applications; (6) screening students for Part A entitlement program eligibility; (7) misunderstanding in the Indian community concerning changes in the 506 form; (8) time schedules for sending award letters and issuing program funds to grantees; and (9) the position of the Office of Indian Education within the newly formed Department of Education. Pertinent letters and supplemental material were also entered in the record. (CM)

ED 199 024

RC 012 656

Foster, Carl And Others

Increasing Reservation Attendance: Ganado's Approach.

Pub Date—Mar 81

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Education, American Indian Reservations, American Indians, Attendance, \*Attendance Patterns, Enrollment Influences, \*Incentives, Positive Reinforcement, \*Primary Education, Public Schools, \*School Holding Power

Identifiers—Arizona, \*Attendance Improvement Plan, \*Ganado School District AZ, Navajo (Nation)

Based on recommendations of a District Attendance Task Force, in 1980 the Ganado School District (a Navajo Reservation District) formulated an Attendance Improvement Plan which decreased the primary school's absentee rate 37% over previous years and which dramatically increased Friday attendance. The primary school targeted "high risk" chronic non-attenders and interviewed those students and their parents to determine their perception of the relative importance of attending school and to establish goals and methods that would lead to increased student attendance. To ensure that all students were enrolled, a committee of students, staff, and teachers was formed. The committee developed, instituted, and monitored an incentive program that recognized individuals and/or a class for outstanding attendance. Rewards consisted of free books for perfect individual attendance in a grading quarter and of movies and/or parties for the class with the best monthly attendance. To improve Friday attendance, the class with the highest weekly attendance was allowed to raise the flag the following week. Data indicated that the processes used were valid for increasing attendance. (CM)

ED 199 025

RC 012 657

Twitcheil, Wirt B. Foster, Carl

A Review of a B.I.A. Agency Special Education

Program: Summary and Reference.

Pub Date—Apr 81

Note—65p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*American Indian Education, American Indians, Classroom Environment, Disabilities, Educational Needs, Elementary Secondary Education, \*Exceptional Persons, \*Individualized Education Programs, Parent Participation, Pre-

tests Posttests, Program Effectiveness, \*Program Evaluation, \*Special Education

Identifiers—Bureau of Indian Affairs, \*Public Law 94 142

Special Education programs at nine Bureau of Indian Affairs (BIA) schools were investigated to establish and identify priorities for improvement and to determine the effectiveness of each program. The monitoring procedure involved random sampling of files of identified exceptional students and an in-depth examination of the documentation pertaining to each student's referral, placement, and Individualized Education Program. Particular attention was paid to each student's educational environment as a means of determining and justifying the appropriateness of the child's experiences in the classroom and the teacher's methodological approach to service delivery and quantification of results. The investigation took approximately two months and necessitated first-hand involvement of the investigators. Although Special Education programs and service delivery at the BIA schools were generally in compliance with the intent of Public Law 94-142, the degree of acquiescence to federal mandate varied; no school was in complete compliance. Schools should try to attain at least the minimum level of compliance, auditors and program inspectors should be allowed access to the reports, the programs should be evaluated annually, and in-service training programs for staff and administration should be instituted. Individual reports for the nine agency schools are included. (CM)

ED 199 026

RC 012 662

Nilsen, Sigurd R.

Nonmetro Youth in the Labor Force. Rural Development Research Report No. 27.

Economics, Statistics, and Cooperatives Service

(DOA), Washington, D.C.

Pub Date—Mar 81

Note—21p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clerical Occupations, Employment Opportunities, \*Employment Statistics, Enrollment, Females, Labor Force, Males, Minority Groups, \*Rural Youth, Service Occupations, \*Student Employment, \*Unemployment, \*Urban Youth, Young Adults, \*Youth Employment

Data from the March 1976 Current Population Survey indicate that both metro and nonmetro areas face severe youth employment problems. Although 25% of the total United States labor force is comprised of youth aged 16-24, youth account for 50% of the total number of persons unemployed. Unemployment rates for metro and nonmetro youth are equal; however, a lower proportion of nonmetro youth are in the labor force, so a lower proportion of nonmetro youth are employed. Students experience significantly higher unemployment than metro and nonmetro non-students (22% and 17% respectively in 1976). Metro and nonmetro minority students experience exceptionally low rates of labor force participation (less than 20% in 1976) and extremely high unemployment rates (34% in nonmetro areas and 43% in metro areas). Youth employment is concentrated in clerical and service occupations. Nonmetro female youth are less likely to be employed as clerical workers than are metro females. However, a higher portion of nonmetro females are classified as operative workers. Statistics for 1976 indicate employment of more than 80% of nonmetro students and more than 86% of metro students in the wholesale and retail trade and the service industries. (Author/CM)

ED 199 027

RC 012 665

Morrow, Marilyn A. Randhawa, Bikkar S.

Cognitive, Attitudinal, and Environmental Factors of Canadian Indian and White Students.

Pub Date—13 Apr 81

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, American Indians, \*Canada Natives, \*Classroom Environment, \*Cognitive Development, Cultural Differences, \*Cultural Influences, Educational Needs, Elementary Education, Grade 4, Grade 6, Grade 8, \*Learning Problems, Multiple Regression Analysis, Racial Differences, Sex Differences, Student Attitudes, Teacher Attitudes, Underachievement, Values, \*Whites

Identifiers—Canada, Saskatchewan

Similarities in cognitive, attitudinal, and environmental factor structures of 60 Canadian Indian and 91 White students in grades 4, 6, and 8 were analyzed and compared to determine if learning difficulties of Indian students stemmed from those factors. White and Indian cognitive factor structures were most similar, and attitudinal factor structures were least similar. Attitudinal and environmental factors were clearly differentiated for Indians, but not for Whites. Multiple regression analysis indicated that school and race were significant predictors of cognitive factor and that grade, school, and the interactions of sex x race and grade x school were significant predictors of environmental factor. Because learning difficulties of Indian students may be related to differences between their personal attitudes and values and those of the school personnel, it was suggested that recognition of sociocultural differences in values and attitudes may be vital to the development of effective programs for Indian children and for all minority groups. (Author/CM)

## SE

ED 199 028

SE 033 169

Suggested Science Competencies for Students Completing Grades 4, 8 and 12 in Connecticut Schools.

Connecticut Science Teachers Association.

Pub Date—May 80

Note—17p.; Contains occasional light type.

Available from—CSTA, Choate-Rosemary Hall Preparatory School, Wallingford, CT 06492 (\$2.50; 10 or more \$2.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Competency Based Education, Elementary Secondary Education, Grade 4, Grade 8, Grade 12, \*Minimum Competencies, \*Science Curriculum, Science Education, \*Science Programs

The Connecticut Science Teachers Association has identified science competencies for students completing grades 4, 8 and 12 in Connecticut schools for use by school districts as a guide for curriculum assessment and development. This list is not to be used as an instrument for testing and evaluation but should provide a reference for competency-based teaching. Concept objectives in physical science and life science are outlined for the three grade levels, along with student skill objectives and student attitudinal objectives. Grade twelve information also includes concept objectives in earth science. (Author/DS)

ED 199 029

SE 033 236

Vaidya, N.

A Factor Analytic View of Adolescent Thought in Piagetian Context.

Regional Coll. of Education, Ajmer (India).

Pub Date—80

Note—12p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescent Development, \*Cognitive Development, \*Cognitive Measurement, Cognitive Processes, Cognitive Tests, \*Developmental Stages, Developmental Tasks, Elementary Secondary Education, \*Factor Analysis, \*Literature Reviews, Science Education

Identifiers—Piaget (Jean), \*Science Education Research

Research is described concerning a factor analytic view of adolescent thought in Piagetian context. Included are a description of Piagetian tasks used for determining stage of mental development, studies concerning Piagetian task factor analysis, and the current factorial structure of adolescent thought. (DS)

ED 199 030

SE 033 419

Morris, Albert J.

The Return on Investment in Continuing Education of Engineers.

American Society for Engineering Education, Washington, D.C.; Genesys Systems, Inc., Palo Alto, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jun 78

Grant—NSF-EPP75-21587



Note—\$46p.; Not available in hard copy due to copyright restrictions. Contains numerous light and broken type.

Available from—Genesys Systems, Inc., 1180 East Meadow Drive, Palo Alto, CA 94303 (no price quoted).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Measures, Career Development, Continuing Education, \*Employee Attitudes, \*Engineering, \*Engineering Education, \*Job Performance, \*Professional Continuing Education, \*Supervisory Training, \*Work Attitudes

This pilot study was undertaken to determine the relationship between measurable performance of engineers on the job and participation in continuing education (CE). The results of the study showed that CE participation was the dominant predictor of performance, while inherent ability and drive seemed less important. Participation in technical, business, and other CE were shown to be positively related to growth in compensation; participation in business CE was shown to be positively related to growth in supervisory responsibility. The results seem to indicate cumulative effects of CE participation over time and clearly show that CE can affect job performance more than other parameters such as ability and drive. (SK)

ED 199 031 SE 033 603

Hodes, Lance And Others

A Comprehensive Assessment of Science Education in the Two-Year College, Volume I: Technical Report.

Westat Research, Inc., Rockville, Md.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jun 80

Contract—NSF-SED78-21054

Note—282p.; For related document, see SE 033 604.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Evaluation Methods, \*Needs Assessment, Science Education, \*Science Instruction, \*Science Programs, \*Surveys, \*Two Year Colleges

Identifiers—\*Science Education Research

In 1978 Congress directed the National Science Foundation to conduct a national needs assessment of science education in two-year colleges. Volume I of the final report describes the design of the study, the findings, and the recommendations. A separate volume, Volume II (SE 033 604), contains appendices which provide supporting materials, as well as supplementary tabulations of data. Part of the evaluation plan involved the selection of colleges, students, and faculty. Invitations to participate in the study were extended to 240 colleges and usable replies were received from 168 of them. Questionnaires were developed to solicit information from three sources - institutional data (supplied by college officials), data from a sample of faculty, and data from a sample of students. This information is presented in three separate chapters, and a final chapter summarized major findings and recommendations. Results of the study revealed that faculty members generally were satisfied with their environment despite heavy teaching loads. Students generally were satisfied with their courses, but often lacked adequate language, study, and math skills. There was evidence of a need for improvement in most fields, particularly a need for better equipment, facilities, and faculty development. (Author)

ED 199 032 SE 033 604

Hodes, Lance And Others

A Comprehensive Assessment of Science Education in the Two-Year College, Volume II: Appendices.

Westat Research, Inc., Rockville, Md.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jun 80

Contract—NSF-SED78-21054

Note—191p.; For related document, see SE 033 603.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Evaluation Methods, \*Needs Assessment, Science Education, \*Science Instruction, \*Science Programs, \*Surveys, \*Two Year Colleges

Identifiers—\*Science Education Research

Volume II of a national needs assessment of science education in two-year colleges, consists of six appendices which provide supporting material and supplementary tabulations of data related to the study described in Volume I (SE 033 603). Appendices A, B, and C consist of descriptions of the following in subsequent order: sample design and the sampling methods used to select colleges, faculty and students; sources for selection of the sample of colleges studies; and correction procedures for reclassifying colleges after feedback was obtained from the initial sample. Appendix D contains tabulations of data obtained through the use of questionnaires sent to students, faculty, and institution officials. Appendix E includes institutional faculty, and student questionnaires. Weighting procedures are explained in Appendix F. (Author)

ED 199 033 SE 033 607

Klus, John P., Ed. Jones, Judy A., Ed.

First World Conference on Continuing Education Education, Summary & Evaluation (Mexico City, Mexico, April 25-27, 1979).

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Sep 79

Grant—NSF-SED78-21854

Note—137p.

Available from—Engineering & Applied Science, Univ. of Wisconsin Extension, 432 N. Lake St., Madison, WI 53706 (no price quoted).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Adult Education, \*Engineering Education, \*Engineering Technology, Engineers, \*International Programs, Professional Continuing Education, \*Professional Training, Workshops

The proceedings of the First World Conference on Engineering Education focus on future directions, case studies, and unique high-impact programs. The report contains the following: (1) a list of summary statements on ideas, trends and observations; (2) summaries of the 16 sessions in which salient points are noted; and (3) the complete text of three papers omitted from the conference report. Topics include the super industrial revolution, adult motivation, continuing education and the government, professional society programs, university programs, and industry/government programs. Six hundred participants from 56 countries attended the conference which was cosponsored by the University of Mexico; the American Society for Engineering Education (ASEE); the United Nations Educational, Scientific and Cultural Organization (UNESCO); the Pan American Health Organization (PAHO); the Pan American Union of Engineers Association (UPADI); and the Secretariat of Human Settlement and Public Works of Mexico (SAHOP). (Author)

ED 199 034 SE 033 610

Duntzman, George H. And Others

Race and Sex Differences in College Science Program Participation.

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—RTI-22U-1570

Pub Date—May 79

Contract—NSF-SED77-18728

Note—139p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Choice, \*College Science, Higher Education, \*Longitudinal Studies, \*Majors (Students), \*Racial Differences, \*Science Careers, Science Education, Sciences, \*Sex Differences, Surveys

Investigated were the reasons for low participation rates of women and minorities in college science curricula. The data base for the study came from the National Longitudinal Study, a study of over 20,000 high school seniors of the Class of 1972. Three follow-up surveys of the class were conducted in order to analyze the educational and vocational background of these graduates. The survey involved a sample of 1,200 schools with 18 seniors per school. Data collecting instruments included a test battery, a student record information form, and a student questionnaire. The primary tool used for analysis of the data was multiple regression analysis in a path analysis framework. Analysis of the data indicated that sex differences were more important than differences between blacks and whites in the probability

of selecting a major in science. Black males were less likely to select a science major or to obtain a degree in science than were white males. When results were adjusted for difference between males and females in interviewing variables, blacks had a higher probability of selecting a science major than whites. Females showed negative impacts on the selection of a college science major. (Author/DS)

ED 199 035 SE 033 611

Schilling, A. George And Others

New Directions in Continuing Education: Changing Roles of Universities, Industry and Government. Report on a Study of Comparative Perspectives of Decision Makers and R&D Personnel.

Industrial Research Inst./Research Corp., St. Louis, Mo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Mar 80

Grant—NSF-SED78-22139

Note—105p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Continuing Education, \*Educational Change, \*Engineering, Federal Government, Government Role, Higher Education, Industry, International Relations, Postsecondary Education, \*Professional Continuing Education, \*Questionnaires, \*Research and Development Centers, \*Science Education

A major objective of this study was to determine how Research and Development (R&D) managers, executives, training directors, and academic administrators, perceive the future demand for continuing education in R&D as well as what new institutional arrangements, program innovations, and policy changes they believe will be necessary to meet future demands. Other objectives were to determine how such decision-makers view the current state of continuing education in the United States and how it is related to R&D. Interview schedules were developed that included provisional scenarios of projected changing needs for continuing education of scientists and engineers with different interview schedules developed for three relevant groups of decision-makers. Conclusions and recommendations as well as questionnaires are presented in this final report. (Author/DS)

ED 199 036 SE 033 623

Total Energy Management: A Practical Handbook on Energy Conservation and Management. For Use of Owners and Managers of Office Buildings and Small Retail Stores. 2nd Edition.

National Electrical Contractors Association, Washington, D.C.; National Electrical Manufacturers Association, Washington, D.C.

Spons Agency—Federal Energy Administration, Washington, D.C.

Pub Date—79

Note—96p.; Not available in hard copy due to copyright restrictions. Contains occasional marginal legibility.

Available from—National Electrical Contractors Association, 7315 Wisconsin Ave., Washington, DC 20014 (\$2.50 for first two copies, 3-500 copies \$2.00 each, over 500 copies \$1.75 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Operation, \*Building Systems, \*Business Administration, \*Cost Effectiveness, Energy, \*Energy Conservation, Heating, Money Management, Utilities

Identifiers—Energy Consumption, \*Office Buildings, Retail Stores

Described in this guide for owners and managers of office buildings and small retail stores, is a program entitled Total Energy Management (TEM). The TEM program approach rests on the premise that buildings should be examined in terms of total energy consumption, rather than prescribing energy budgets for a building's separate systems. The program's ultimate objective is to bring all systems to peak efficiency and maintain that efficiency through continuing management efforts. Presented are chapters on building analysis, energy audit procedures, guidelines for energy conservation, financial evaluation, and plan implementation. Also included are TEM worksheets and references on energy management. (Author/WB)

**ED 199 037** SE 033 689

**Natural Behavior in Humans and Animals, Unit One, Teacher Handbook. An Instructional Unit Produced by the Human Behavior Curriculum Project.**

American Psychological Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[79]

Grant—NSF-GW-7905; NSF-SED73-06337

Note—74p.; Contains broken type.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Behavioral Sciences, \*Behavior Patterns, \*Instructional Materials, Psychology, Science Course Improvement Projects, \*Science Curriculum, Science Education, Science Instruction, Secondary Education, \*Secondary School Science, Units of Study

This guide is one part of eight instructional units developed by the Human Behavior Curriculum Project. These units provide a systematic study of behavior which can increase understanding of everyday life. They can be used to supplement other courses or as a separate course of study. There are three themes common to the units: (1) Human behavior can be observed, but it is necessary to teach strategies for careful objective observation of behavior; (2) There is enough regularity in human thought and behavior so that it is possible to arrive at general statements about patterns and causes of psychological events; and (3) In addition to our similarities, it is essential to preserve the sense of human individuality. The units were prepared by teams of high school teachers, students, and specialists in the field of human behavior. All materials were designed to involve the student actively in the learning experience. The teacher's handbook contains supplemental resources, including a bibliography and suggested films, nine lessons, and handouts for class activities. (Author)

**ED 199 038** SE 034 035

**Sciences and Humanities, Information & Dissemination Series 10.**

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-8566

Pub Date—Dec 79

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Elementary Secondary Education, Environmental Education, Health Education, Instructional Materials, Mathematics Education, Physical Education, \*Program Descriptions, \*Public Schools, Science Education, Social Studies, \*Teacher Developed Materials

Presented are descriptions of 12 projects developed locally in Hawaii schools that have been selected by the State Department of Education as examples of innovative educational programs, projects, or activities. Each project is identified by area and title, with information provided according to these headings: Descriptors, Target Audience, Developers, Student Outcomes, Description, Evaluation, and Contact. The areas covered include Environmental Education, Health, Mathematics, Physical Education, Science, and Social Studies. Target populations are primarily elementary, although some programs are described for the mentally retarded and secondary school students. (Author/CS)

**ED 199 039** SE 034 043

Campbell, Thomas C.

**Local Assessment of Science Education in the Two-Year College. Science for the Non-Science Student at Illinois Central College: An Assessment of Science Needs for Community College Students.**

Illinois Central Coll. East Peoria.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—79

Grant—NSF-SED78-09672

Note—39p.; Contains light and broken type, particularly in Appendices.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Colleges, \*Course Evaluation, \*Enrollment Trends, Evaluation, Interviews, Nonmajors, Questionnaires, \*Science Curriculum, Science Education, \*Student Atti-

tudes, \*Surveys, \*Two Year Colleges

Identifiers—Science Education Research

This project attempts to determine the reasons for significant fluctuations in enrollment in four basic science courses for non-science majors, and to assess the needs of non-science students at Illinois Central College. A study of enrollment changes indicates a drop in enrollment in two courses, little change in one course, and an increase in a fourth course. A questionnaire/survey was developed to assess expectations of students enrolled in the four courses and actual experiences at the completion of the courses. Counselors were asked to complete a questionnaire rating students' reasons for selecting a particular course. Results of the survey indicate the following: (1) students often enroll in the course perceived to be the easiest option for satisfying their lab science requirement; (2) students find the laboratories impractical and not closely related to course content; (3) classroom experience is viewed by students in terms of learning facts rather than the processes of science; and (4) the science attitude of students does not change significantly during the course. The major product of the research is the development of survey instruments which can be used to improve courses and make them compatible with student needs. (Author)

**ED 199 040** SE 034 052

Daume, Richard J.

**Effects of Type of Junior High School Science**

**Program on Science Content Achievement and Science Process Achievement.**

Pub Date—80

Note—15p.; Paper presented at the Meeting of the Mid-South Educational Association (1980).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Grade 9, \*Junior High Schools, Mathematical Concepts, Process Education, Reading Achievement, Science Course Improvement Projects, Science Education, \*Science Programs, Scientific Concepts, Secondary Education, Secondary School Science, Sex Differences

Identifiers—Intermediate Science Curriculum Study, Mathematics Achievement, \*Science Education Research

Results are presented of a study determining the effects of type of junior high school science program on science content achievement and science process achievement in the presence of reading achievement, mathematics achievement, and sex. Two groups of ninth-grade students (N=50) were randomly selected to participate in either an ISCS program or a traditional high school program for three years. Measures of achievement in science content, mathematics, and reading were determined from the SRA Achievement Series; and achievement in the use of science process skills was determined from scores on the Comprehensive Test of Basic Skills - Science. Findings include the results that the type of science program accounted for only 1% of the variability in science content achievement; it also failed to account for any of the variability in science process achievement when the variance shared with sex, reading achievement, and mathematics achievement was removed. (Author/CS)

**ED 199 041** SE 034 058

**Mathematics K-6: A Recommended Program for Elementary Schools.**

New York State Education Dept., Albany. Bureau of General Education Curriculum Development; State Univ. of New York, Albany.

Pub Date—80

Note—74p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Curriculum Development, \*Curriculum Guides, Elementary Education, \*Elementary School Mathematics, Instructional Materials, Mathematical Concepts, \*Mathematics Curriculum, \*Mathematics Instruction, Mathematics Materials, Problem Solving, \*State Curriculum Guides, State Standards, Teaching Guides, \*Teaching Methods

Presented is a description of a mathematics program for kindergarten through grade six, as recommended by the State Education Department of New York. The curriculum for each grade in elementary school mathematics, in this publication, is organized into five major strands: (1) number and numeration; (2) operations with whole numbers; (3) operations

with fractions; (4) probability and statistics; and (5) geometry and measurement. The guide states that the strands should be viewed as intricately related, and that teachers should use their own judgment concerning the order of presentation of the topics. The document gives many examples of problems and activities that can be used to help communicate the listed objectives to pupils. (MP)

**ED 199 042**

SE 034 145

Knights, Gordon

**Mathematics Education Research in New Zealand.**

Pub Date—Dec 79

Note—14p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (1st, Victoria University of Wellington, New Zealand, December 7-10, 1979).

Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143) — Speeches/-Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Research, Investigations, \*Literature Reviews, \*Mathematics Education, \*Research Projects

Identifiers—\*Mathematics Education Research, \*New Zealand

This report reviews mathematics education research that has taken place in New Zealand from 1975 to 1979. Eighty-two projects or papers are identified, classified, and listed. The classification reveals that 64 of the studies dealt with curricula, methods, and materials, 41 of these at the secondary level. The other two major categories of research identified were teaching and the teacher, with four activities, and learning and the learner, with 14 papers and projects. A second analysis of New Zealand mathematics education research shows eight activities were undertaken by students, seven by primary school staff, 36 by secondary personnel, six by teachers' college staff, 19 by University personnel, and six by departmental officers. The exploration of research by teachers is encouraged as a tool for personal and professional growth and is viewed as a benefit to the self-image and public image of the profession. A bibliography of the 82 studies and a separate listing of reported mathematics education-related activities during 1975-1979 concludes the document. (MP)

**ED 199 043**

SE 034 146

Hirsch, Julia And Others

**Water Pouring: An Approach to Liquid Measures and Containers.**

Philadelphia School District, Pa.

Pub Date—72

Note—34p.; For related documents, see SE 034 147-148 and ED 038 275-276. Contains occasional light and broken type.

Available from—Learning Centers Project, School District of Philadelphia, Durham School, 16th and Lombard Sts., Philadelphia, PA 19146 (\$1.00).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Discovery Learning, Elementary Education, \*Elementary School Mathematics, Experiential Learning, \*Grade 3, Instructional Materials, \*Learning Activities, Mathematical Concepts, \*Mathematics Instruction, \*Measurement, Problem Solving, Teacher Developed Materials

Activities originally designed to teach third-grade students about measuring liquids are presented. Included in the document are reasons to teach students how to use the basic units of liquid measurement and the development of a "laboratory" within the classroom where pupils could work while minimizing the mess. Some of the topics developed for small-group directed water-pouring include: (1) comparing volume; (2) ordering containers by size; (3) the "double" series of standard measures; (4) naming the standard measures; and (5) the base two system of numeration. The document concludes with suggestions for evaluation and a list of other materials and activities for non-liquid measurement. (MP)

**ED 199 044**

SE 034 147

Hirsch, Julia

**A Million Twos.**

Philadelphia School District, Pa.

Pub Date—72

Note—17p.; For related documents, see SE 034 146-148 and ED 038 275-276.

Available from—Learning Centers Project, School District of Philadelphia, Durham School, 16th and Lombard Sts., Philadelphia, PA 19146 (\$1.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discovery Learning, Elementary Education, \*Elementary School Mathematics, \*Experiential Learning, \*Instructional Materials, \*Learning Activities, Mathematical Concepts, \*Mathematics Instruction, Numbers, \*Problem Solving, Student Developed Materials, Student Motivation, Teacher Developed Materials

A student-suggested project at an elementary-level mathematics laboratory using an adding machine to print a million twos is presented and described. Questions, problems, and activities that took place as the project was carried out are described. The process of producing twos presented all children with the necessity of gauging time intervals and of counting and recording large quantities of items. In addition, many children learned how to operate the adding machine; count by ones, tens, hundreds, and thousands; estimate; multiply; find an average; measure; construct a ruler; and many other things that were unforeseen benefits of the project. (MP)

ED 199 045

SE 034 148

Rasmussen, Lore

From "My Ball" to "Sphere" or Taking the Time to Think About and Explore with Children Some Thing Over a Long Time and in Unexpected Ways.

Philadelphia School District, Pa.

Pub Date—72

Note—30p.; For related documents, see SE 034 146-147 and ED 038 275-276. Not available in hard copy due to marginal legibility of original document.

Available from—Learning Centers Project, Durham School, 16th and Lombard Sts., Philadelphia, PA 19146 (\$1.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Discovery Learning, Elementary Education, \*Elementary School Mathematics, \*Experiential Learning, \*Experiments, \*Instructional Materials, Learning Activities, Mathematical Concepts, \*Mathematics Instruction, Problem Solving, Resource Materials, Solid Geometry, \*Teaching Methods

Identifiers—\*Spheres (Geometry)

Presented are ways to teach pupils the concept of "sphere" with a methodology far removed from memorization of a formal definition of the concept. The material illustrates an approach to teaching that focuses on open exploration of ideas with children. Many experiments and starting points for exploration are suggested. This document has an appendix of examples of children's research and discoveries related to balls and spheres. (MP)

ED 199 046

SE 034 149

Daruwalla, Aban Nariman

The Effectiveness of the Newspaper as an Instructional Tool to Teach Seventh Grade Mathematics Classes.

Pub Date—Aug 79

Note—58p.; Ed.D. Dissertation, Memphis State University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, \*Grade 7, \*Instructional Materials, Junior High Schools, \*Mathematics Instruction, \*Mathematics Materials, \*Newspapers, Secondary Education, Secondary School Mathematics, \*Supplementary Reading Materials

Identifiers—\*Mathematics Education Research

This study was conducted to determine if student achievement in seventh-grade mathematics was improved by using the newspaper as a supplemental instructional tool. Three teachers were chosen who taught two regular mathematics classes at this grade level. During the six weeks of the investigation, each instructor used the newspaper as an instructional tool with the textbook in one class and the textbook only for the other class. The objectives for student learning during the period of the study covered tasks including fractions, decimals, currency, and averages. At the end of the six weeks, all pupils were administered the Iowa Test of Basic Skills, M-2, Form 6, 12th level. The primary hypothesis, that students taught with the newspaper would achieve higher means on the test than those limited to the textbook, was supported by the findings. A secondary hypothesis, that the performance of males would

be higher than females in each of the treatment groups, was not supported by the data. (MP)

ED 199 047

SE 034 154

Freeman, Donald J. And Others

The Fourth-Grade Mathematics Curriculum as Inferred From Textbooks and Tests. Research Series No. 82.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—MSU-IRT-RS-82

Pub Date—Jul 80

Contract—400-76-0073

Note—32p.; Not available in hard copy due to marginal legibility of original document.

Available from—Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 (\$2.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, Course Content, \*Educational Research, Elementary Education, \*Elementary School Mathematics, \*Grade 4, Mathematical Concepts, \*Mathematics Curriculum, Mathematics Instruction, Test Items, \*Tests, Textbook Content, \*Textbooks

Identifiers—\*Mathematics Education Research

The results of one of the earliest studies in a series of investigations on teachers' selection of content for mathematics instruction suggested that teachers are responsive to content messages that are communicated through textbooks and standardizes tests. The content analyses that are summarized in this report were therefore undertaken in an attempt to identify similarities and differences in the "implied curricula" of these two sources of influence. All items in the student exercise portions of three widely used fourth-grade mathematics textbooks and all mathematics items in five commonly administered standardized tests were classified using a three-dimensional taxonomy. The results suggest that only a limited number of specific topics are consistently emphasized in textbooks and tests of fourth-grade mathematics. Further, the match in content is better for some combinations of textbooks and tests than for others. However, even the best matched textbooks and tests fail to provide a consistent description of the fourth-grade mathematics curriculum. (Author)

ED 199 048

SE 034 156

The Mangrove Ecosystem: Scientific Aspects and Human Impact. Report of the Seminar Organized by Unesco (Cali, Colombia, November 27 - December 1, 1978). Unesco Reports in Marine Science No. 9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date—79

Note—51p.; Not available in hard copy due to copyright restrictions. Contains occasional light and broken type.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cooperative Programs, Ecological Factors, \*Ecology, \*Foreign Countries, \*Research, Research Needs, Science Education, \*Science Programs, Scientific Research

Identifiers—\*Mangrove Ecosystem

Presented are summaries of various activities within a seminar organized by Unesco at Cali, Colombia, to examine scientific aspects of the mangrove ecosystem and the human impact upon it. Specifically, the aims of the seminar were: (1) to review studies on mangroves being carried out in Latin America and the Caribbean; (2) to foster contacts between researchers; (3) to promote awareness of the importance of the mangrove ecosystem; (4) to establish guidelines for a regional project for multipurpose research and human resources training. Summaries of decisions and discussions in each of these areas are provided. Tables provide an example of a suggested curriculum for the training of systems ecologists. Suggestions for research on each region or type of mangrove are given. Conclusions and recommendations of the conference participants strongly support cooperative efforts of Latin American countries possessing mangrove areas. (CS)

ED 199 049

SE 034 170

Aldrich, Michele L. Comp. And Others

Programs in Science, Mathematics and Engineering for Women in the United States: 1966-1978.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-80-11

Pub Date—Nov 80

Grant—NSF-SPI77-27279

Note—294p.; Contains occasional light and broken type.

Available from—American Association for the Advancement of Science, 1776 Massachusetts Ave., N.W., Washington, DC 20036 (no price quoted).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Career Choice, Career Planning, \*Directories, \*Educational Opportunities, Engineering Education, Equal Education, \*Females, \*Improvement Programs, Mathematics, Mathematics Education, Science Education, Sciences, Sex Fairness, \*Special Programs

Presented is a description of over 300 projects designed to increase the numbers and status of women in science, engineering, and mathematics training and careers. Each project description begins with a heading which conveys standardized data about the program in a condensed form. The headings are explained on the inside front cover of this text. A narrative paragraph details the recruitment strategies, goals, methods, and insights of the project. Each paragraph closes with citations of any publications, films, or tapes created during the program, followed by the name, address, and telephone number of someone knowledgeable about the project. The projects are arranged by grade level, and alphabetically by program title within levels. When a project crosses more than one level, it is listed with the earliest applicable grade. The title page of each section cross-references relevant projects in other sections. Indices in the back of the document list the states in which the projects took place, the disciplines they covered, sponsoring institutions, and their funding agencies. (MP)

ED 199 050

SE 034 174

Hollin, Dewayne

Vocational-Technical Marine Career Opportunities in Texas.

Texas A and M Univ., College Station. Sea Grant Coll. Program.

Report No.—TAMU-SG-80-402

Pub Date—Mar 80

Note—27p.; Not available in hard copy due to copyright restrictions. Small-sized document.

Available from—Sea Grant College Program, Texas A&M University, College Station, TX 77843 (single copy free, write for price of multiple copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, \*Employment Opportunities, \*Marine Technicians, \*Oceanography, Science Careers, Science Education, \*Seafarers, Secondary Education, \*Trade and Industrial Education, Vocational Education

Presented are background information and descriptions of jobs in various Texas marine industries, as well as a summary of the training required for particular positions. Since the emphasis is upon vocational-technical training for immediate job placement, most opportunities discussed require a high school diploma and some on-the-job education. Positions covered include those involving marine transportation, energy exploration, fisheries, shipbuilding, and commercial diving. Each section concludes with a listing of training institutions and organizations of marine industries. (Author/WB)

ED 199 051

SE 034 176

Kiryluk, Stephanie Backhouse. John K.

Mathematics and 14-Year-Olds.

Oxford Univ. (England). Dept. of Educational Studies.

Pub Date—Jan 81

Note—18p.; Contains light and broken type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Foreign Countries, \*Mathematics Education, Mathematics Instruction, \*School Surveys, Secondary Education, \*Secondary School Mathematics, Selection, \*Sex



Differences, \*Student Attitudes, Student Evaluation  
Identifiers—England, \*Mathematics Education Research

Results of a survey of five Oxfordshire comprehensive schools regarding attitudes and opinions related to mathematics are reported. Three short scales dealing with perceptions about the use of mathematics, the teacher, and student interest were formed by adding the ratings of the items dealing with each category and averaging over the items in each scale. The sample consisted of 644 pupils who ranged from the top 25% to 50% of their year group. The investigation presents results of separate cluster analyses for boys and girls. Interviews with 44 pupils are reviewed for general impressions. The results of this research indicate that pupils generally view mathematics as a useful subject. Sex differences on items which were intended to be predictive of choice of mathematics for study were in favor of males. Students' responses suggest strongly that the best way to increase interest in the subject is to help them to understand it. (MP)

ED 199 052 SE 034 208

Schoen, Harold L. And Others

The Iowa Problem-Solving Project: Development and Evaluation.  
Pub Date—Aug 80  
Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Calculators, \*Curriculum Development, Educational Research, Elementary Secondary Education, Instructional Materials, Mathematics Curriculum, \*Mathematics Education, \*Mathematics Instruction, \*Problem Solving, Teaching Methods

Identifiers—Iowa Problem Solving Project, \*Mathematics Education Research

This report discusses some of the activities of the Iowa Problem-Solving Project (IPSP). The document has three main sections: (1) Materials Development, where IPSP teaching materials and test development are discussed; (2) Summative Evaluation of Materials, presenting the procedures, results, and findings of the 1978-79 evaluations; and (3) Further Discussion, where the IPSP approach and results placed in the broader perspective of research on methods of teaching problem solving. The IPSP was created to develop, evaluate, and disseminate materials to improve problem-solving abilities in grades five through eight. The four main assumptions are: (1) pupils need to learn to solve many nontrivial problems of interest to them; (2) specific strategies for solving these problems should be taught; (3) a general framework is useful in teaching problem solving that can be used to organize thinking; and (4) it is possible and pedagogically useful to test problem-solving abilities within the steps of the framework. The material incorporates hand-held calculators. Results of evaluation reported by this document attest to the effectiveness of the IPSP approach, as measured by posttesting and attitude changes of students and teachers. (MP)

ED 199 053 SE 034 210

Suydam, Marilyn N. Comp. Higgins, Jon L.

Comp.

Especially for Teachers: ERIC Documents on the Teaching of Mathematics, 1966-80.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0004

Note—223p.; Not available in hard copy due to marginal legibility of original document.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$6.00, \$1.50 extra for binder copy).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, \*Annotated Bibliographies, Bibliographies, Elementary Secondary Education, Higher Education, Indexes, \*Informa-

tion Sources, \*Mathematics Education, Mathematics Instruction, Mathematics Materials, \*Reference Materials, \*Resource Materials

Presented is a compilation of materials for teachers available through ERIC that focus on mathematics instruction. Over 900 citations were selected from those listed in Resources in Education (RIE) between 1966 and 1980. Abstracts of the documents are presented in the following categories: Algebra; Applications; Calculators and Computers; Calculus; Career Education; Consumer Education; Decimals; Diagnosis; Enrichment; Environmental Concerns; Fractions; General Mathematics; Geometry; Graphing and Functions; Low Achievers; Measurement; Metric Measurement; Numbers and Numeration; Objectives; Operations; Percent/Ratio and Proportion; Planning; Probability and Statistics; Problem Solving; Testing; and a section on Varied Topics for materials that include more than two distinct areas. Subject and author indexes are also included. (MP)

ED 199 054 SE 034 211

Cohen, James A.

The Development and Implementation of a Two-Year Mathematics Laboratory Program for Ninth Grade Low Achievers. A Two-Year Individual Practicum.

Pub Date—8 May 79

Note—158p.; Some pages may not reproduce clearly.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Basic Skills, Curriculum Development, Educational Research, \*Grade 9, \*Individualized Instruction, Instructional Materials, \*Low Achievement, Mathematics Curriculum, \*Mathematics Instruction, \*Program Descriptions, Remedial Mathematics, Secondary Education, \*Secondary School Mathematics, Teaching Methods

Identifiers—Mathematics Achievement, \*Mathematics Education Research, Mathematics Laboratories

The purpose of this study was to develop and implement a two-year mathematics laboratory program for ninth-grade low achievers. The laboratory program was designed to raise the mathematics skills of a selected group of low-achieving ninth graders at Washington High School, a rural urban school in the South Bend Community School Corporation, South Bend, Indiana. The objectives for each of the participating students sought to: increase the students' grade equivalent scores in computation skills, concept skills, problem solving skills, and total skills, and improve the students' attendance in mathematics by 15%. Comparisons of the Metropolitan Mathematics Achievement pre- and post-test scores and attendance reports revealed that each objective was met by 85.7% to 100% of the participants. The practicum treatment for the program was considered to be successful. (Author)

ED 199 055 SE 034 261

Bowman, Harry L. And Others

Numerical Skills of Navy Students: An Evaluation of a Skill Development Workbook.

Chief of Naval Education and Training, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-TN-8-80

Pub Date—Dec 80

Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Adult Programs, \*Basic Skills, Computation, Educational Research, Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, \*Postsecondary Education, \*Remedial Mathematics, Workbooks

Identifiers—\*Mathematics Education Research, Naval Training, \*Navy

Reported is a field test of the basic numerical skills workbook developed for Navy personnel. Two groups of subjects were used at the Recruit Training Command, Orlando, Florida, during early 1980. The design of the workbook, entitled "Improving Your Navy Numerical Skills," was directed toward meeting the needs of personnel who have difficulty with elementary mathematics. Data utilized in the field test were provided by four instruments: (1) the

Armed Services Vocational Aptitude Battery, (2) the Gates-MacGinitie Reading Test (comprehension), (3) the Test of Adult Basic Education (mathematics), and (4) the Navy Numerical Skills Test. The first three tests are standardized instruments, while the last was developed specifically for the workbook. The results of the study indicate that the workbook can be used beneficially with Navy enlisted personnel who need to improve their basic numerical skills. It is suggested that students with relatively low academic skills can improve their performance by using this tool. The strategy and format used in preparing the workbook is seen as potentially useful in developing learning aids for technical training that requires more advanced quantitative skills. (MP)

ED 199 056 SE 034 271

Higgins, Jon L., Ed.

Investigations in Mathematics Education, Vol. 7,

No. 4.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus, Center for Science and Mathematics Education.

Pub Date—74

Note—63p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$6.00, single copy \$1.75).

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC33 Plus Postage.

Descriptors—\*Abstracts, Calculus, \*Cognitive Development, Cognitive Processes, Computer Assisted Instruction, \*Educational Research, Elementary Secondary Education, Laboratories, \*Learning Theories, \*Mathematics Education, \*Mathematics Instruction, Student Attitudes, Tests

Identifiers—\*Mathematics Education Research

Fifteen research reports related to mathematics education are abstracted and analyzed. Six of the reports deal with aspects of learning theory, four with areas in mathematics instruction (calculus, elementary mathematics for students of economics, and planning for topics for kindergarten children), and two with assessment or prediction of mathematics achievement. Remaining reports deal with adolescent attitudes towards mathematics, the effect of computer assisted instruction (CAI) on student attitudes, and the effectiveness and efficiency of a mathematics laboratory in improving student learning and attitude. Research related to mathematics education which was reported in CIEJ and RIE between July and September 1974 is also listed. (MP)

ED 199 057 SE 034 276

Population Education As Integrated Into Develop-

ment Programmes: A Non-Formal Approach.

Abstract - Bibliography, Series 1: In Seven

Parts.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—98p.; Not available in hard copy due to colored print throughout entire document.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Education, Adults, Agricultural Education, \*Developing Nations, Developmental Programs, Economic Development, Environmental Education, \*Integrated Curriculum, International Programs, \*Nonformal Education, \*Non-scholar Educational Programs, \*Population Education

In many countries in Asia and Oceania, various development programs such as agriculture and health services have included population education components. Presented in this set of abstract-bibliographies are summaries of publications which describe such population education efforts that use the nonformal approach. Documents selected illustrate different models and approaches to nonformal population education, provide an inventory of the institutions and organizations that are involved, and report on population education workshops and conferences. Part 1 contains national case studies on the out-of-school population education programmes, part 2 - population education in agriculture, part 3 - population education in the labour sector, part 4

- population education in literacy, part 5 - population education in the out-of-school youth programme, part 6 - population education in rural development, and part 7 - curriculum and instructional materials. (WB)

**ED 199 058** SE 034 280  
Greeno, James G.

**Constructions in Geometry Problem Solving.**  
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—LRDC-1979/8; LRDC-TR-3

Pub Date—27 Aug 79

Contract—N00014-78-C-0022

Note—117p.; Not available in hard copy due to small print throughout entire document.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Abstract Reasoning, \*Cognitive Processes, Cognitive Tests, Educational Research, \*Geometric Concepts, Geometry, Learning Theories, \*Mathematics Education, \*Problem Solving, Secondary Education, \*Secondary School Mathematics, Spatial Ability

**Identifiers**—Diagnostic Interviews, \*Mathematics Education Research

Thinking-aloud protocols of human problem solvers working on geometry problems are presented and discussed. Protocols were obtained from six individuals working on nine different problems in which constructions were used. Nineteen protocols are presented with annotation and discussion, and other protocols are summarized. The primary purpose of the report is to provide documentary evidence relevant to a model of planning knowledge that provides an explanation of constructions. The protocols are consistent with the general features of the model, but also show ways in which human problem solving involves processes more complex than those in the model. Illustrations of interaction between formal and informal reasoning processes are also noted. (Author)

**ED 199 059** SE 034 281  
Greeno, James G. And Others

**Theory of Constructions and Set in Problem Solving.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—LRDC-1979/9; LRDC-TR-4

Pub Date—27 Aug 79

Contract—N00014-78-C-0022

Note—68p.; Not available in hard copy due to small print throughout entire document.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Abstract Reasoning, \*Cognitive Processes, Cognitive Tests, Educational Research, Flow Charts, \*Geometric Concepts, Geometry, \*Learning Theories, \*Mathematics Education, Models, \*Problem Solving, Secondary Education, Secondary School Mathematics, Spatial Ability

**Identifiers**—\*Mathematics Education Research

Hierarchically organized knowledge about actions has been postulated to explain planning in problem solving. Perdis, a simulation of problem solving in geometry with schematic planning knowledge, is described. Perdis' planning knowledge enables it to augment the problem space it is given by constructing auxiliary lines. The planning system also provides a mechanism that can result in problem-solving set. Results of three experiments involving a set and constructions seem consistent with the kinds of knowledge structures hypothesized in the model. Protocols given during solution of 11 geometry problems showed general agreement with the explanation of constructions and set based on planning knowledge, but also indicated processes of human problem solving not represented in the model. Finally, the explanation of constructions is discussed in relation to the general question of ill-structured problems and creativity, and the explanation of set is discussed in relation to other phenomena in the problem-solving literature, including functional fixedness. (Author)

**ED 199 060** SE 034 282  
Greeno, James G. And Others

**Individual Differences and Selective Processes in Cognitive Procedures.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1979/15

Pub Date—79

Note—56p.; Not available in hard copy due to small print throughout entire document.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Abstract Reasoning, Algebra, Arithmetic, \*Cognitive Processes, Educational Research, Flow Charts, Individual Differences, \*Learning Theories, \*Mathematical Concepts, \*Mathematics Education, Models, \*Problem Solving, Secondary Education, Secondary School Mathematics

**Identifiers**—\*Mathematics Education Research

Problems were presented to 13 university students in which letters were to be added or subtracted (e.g.,  $B + D = ?$  or  $F - ? = D$ ). After each problem, each subject gave a retrospective protocol indicating the way in which the problem was solved. Models of performance by each subject in each experimental session shared major properties; choices by all subjects depended on a few features of the problems. Individual differences consisted in the features that were included in a subject's choice procedure and the criteria applied in choices based on the features that were used. (Author)

**ED 199 061** SE 034 283  
Riley, Mary S. Greeno, James G.

**Details of Programming a Model of Children's Counting in ACTP.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1980/6

Pub Date—80

Note—123p.; Contains occasional small print in figures.

Pub Type—Guides - Non-Classroom (055) - Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Artificial Intelligence, Cognitive Processes, \*Computer Programs, Computer Science, \*Educational Research, Learning Theories, \*Mathematics Education, \*Programming Languages, \*Research Tools

**Identifiers**—\*Computer Models, Computer Simulation, Mathematics Education Research

Presented is an introduction to the operation and mechanics of the ACTP production system, a version of Anderson's (1976) ACT system: ACTP is already in use modeling geometry theorem proving and counting of a set of objects, and has been identified as a potentially useful programming framework for developing models of the cognitive processes used in other tasks. The ACTP system is introduced in the context of COUNTER, a model of counting. Section one of this report presents a general overview of the model, including COUNTER's performance on a sample problem, to provide a general idea of how a production system operates. The second section discusses the mechanics of the model, including data structures, schemata, and single productions. The final section follows the sequence of testing and executing productions involved in counting a set of objects. A list of selected references and five appendices are included in this report. (MP)

**ED 199 062** SE 034 287  
Cain, Peggy W. Welch, Daniel W.

**Astronomy Activities for the Classroom.**

South Carolina State Dept. of Education, Columbia.

Pub Date—[80]

Note—35p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Astronomy, \*Demonstrations (Educational), Earth Science, \*Instructional Materials, Physical Sciences, \*Science Activities, Science Curriculum, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Science, Space Sciences

Presented are middle school level, activity-oriented astronomy activities developed as a result of an earth science workshop for teachers. Topics in-

clude: (1) sun and moon position and measurement; (2) daily, yearly, and seasonal changes in the sun's position; (3) shapes and positions of planetary orbits; (4) eclipses; (5) properties of light; (6) atmospheric pressure; and (7) characteristics of pinholes, lenses and mirrors. (DS)

**ED 199 063** SE 034 288  
Kletzly, Nellie E.

**The Effects of Two Methods of Teaching Abstract Topics in High School Chemistry.**

Pub Date—Aug 80

Note—86p.; M.A. Dissertation, Sam Houston State University. Contains light and broken type. Appendices marginally legible.

Pub Type—Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—\*Atomic Theory, Chemistry, \*Cognitive Development, \*Developmental Stages, Science Education, \*Science Instruction, \*Scientific Concepts, Secondary Education, Secondary School Science

**Identifiers**—Piaget (Jean), Science Education Research

This master's thesis reports results of a study that: (1) developed, used, and validated a classification instrument of Piagetian developmental levels of high school science students ( $N=16$ ); (2) determined the effects of traditional and Piagetian-based instruction of two formal topics, the mole concept and atomic theory, on students not classified by development level; and (3) determined the effects of traditional and Piagetian-based instruction on the topic of atomic theory on the achievement of students at three different Piagetian developmental levels as determined by the instrument. Findings validate the classification instrument, support Piagetian-based instruction as a more effective method of instruction for both atomic theory and mole concepts, and support both methods of instruction for formal operational students in presenting atomic theory concepts. (CS)

**ED 199 064** SE 034 289  
Survey of Science Graduates from Nedlands College. Report on Survey of Diploma of Teaching Graduates in Science from the N.C.A.E. Who Are

In Their First Year of Teaching (1978). Report

Number 2.

Nedlands Coll. of Advanced Education (Australia).

Pub Date—Apr 79

Note—35p.; Page 4 of Appendix A missing. Appendix A marginally legible.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Educational Needs, Evaluation Methods, Interviews, \*Preservice Teacher Education, \*Questionnaires, Science Education, \*Science Teachers, \*Surveys, Teacher Education, Teacher Education Programs, \*Teacher Effectiveness, Teaching Experience

Presented are results of a survey to determine the extent to which the needs of first-year science teachers have been met by their preservice program. Responses to questionnaire items were obtained during interviews with individual teachers at their schools. Data gathered from these responses were used to formulate recommendations related to the objectives of the survey, including: (1) identifying possible changes in the overall structure of the diploma of teaching (science); (2) specifying possible changes in the structure of the science component of the diploma of teaching (science); (3) outlining possible changes in the content of specific science units; and (4) evaluating teacher education courses. Also included are subjective impressions noted during the evaluation procedures which may provide worthwhile guidelines for the strategic approach of departmental lectures. (Author/SK)

**ED 199 065** SE 034 294  
Syllabi and Course Content Outlines Integrating

Population Education Into Non-Formal Development Programmes, 1.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—156p.; For related documents, see SE 034 295-296. Contains occasional light type.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adults, \*Course Descriptions, Curriculum Development, \*Developing Nations, Economic Development, Environmental Education, \*Integrated Curriculum, \*Nonformal Education, \*Nonschool Educational Programs, \*Population Education, Postsecondary Education, Science Education, Social Studies

Presented are syllabi and course outlines which demonstrate how certain curricula of national development programs such as agriculture and health can become useful vehicles for disseminating population education concepts. The descriptions are intended to help instructors identify entry points into which population education topics can be interwoven so that they become central components of the parent programs. Also listed are specific methodologies and types of instructional materials recommended to achieve effective integration. These course overviews are grouped into the following development areas and programs: out-of-school youth programs, health care, agriculture, home economics and nutrition, and population dynamics. The manual is one of a series of three sets of population materials assembled from workshops held and curricula developed in Asia and Oceania. (Author/WB)

**ED 199 066** SE 034 295

**Population Education in Literacy Programmes: 2. A Collection of Curriculum Materials.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—125p. For related documents, see SE 034 294 and SE 034 296. Contains occasional light type.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Education, Adults, Basic Skills, \*Developing Nations, Elementary Secondary Education, Environmental Education, \*Family Planning, \*Integrated Curriculum, \*Literacy Education, \*Population Education, Postsecondary Education, Science Education, \*Social Problems

Comprising this manual are lessons, exercises and curriculum materials which show how literacy programs can reach illiterate youth and adults with population education messages. Each sample lesson includes information regarding its content, objectives, methodology, and user level. A primary objective of the materials is to encourage instructors to explore population education contexts other than family planning so that the integration of population concepts into literacy programs will be more systematic and comprehensive. Topics presented include contraceptive methods, city life, and the relationship of family size to such parameters as income, food, education, health, and land. The manual is one of a series of three sets of population materials gathered from curricula developed and workshops held in Asia and Oceania. (Author/WB)

**ED 199 067** SE 034 296

**Population Education in Rural Development Programmes: 3. A Collection of Curriculum Materials.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—220p. For related documents, see SE 034 294-295.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Adults, Agricultural Education, Community Development, \*Developing Nations, Environmental Education, Home Economics, \*Integrated Curriculum, \*Nonformal Education, \*Nonschool Educational Programs, \*Population Education, Postsecondary Education, \*Rural Development

The lessons and curriculum materials presented are intended for workers in various community development programs who wish to incorporate population education messages in an integrated and comprehensive manner. Each sample lesson plan includes a summary of its content, objectives, methodology, and intended audience. Four major development efforts are emphasized: (1) agriculture, (2) home economics and handicrafts, (3) nutrition and health, and (4) population dynamics and family planning. Among the instructional methods and materials used are role-playing, puppet shows, group discussions, posters, and pamphlets. This

manual is one of a series of three assembled from workshops held and materials produced in Asia and Oceania. (Author/WB)

**ED 199 068** SE 034 391

**Hill, Billie Lehner, Linda. The Effect of Parent Attitudes on the Performance of Inquiry Skills on Pupils in Grade One.**

Pub Date—Nov 80

Note—15p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (9th, New Orleans, LA, November 13, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Attitudes, \*Educational Research, Grade 1, \*Inquiry, Learning Processes, \*Learning Theories, \*Parent Attitudes, Parent Education, Parent Influence, Parent Participation, \*Primary Education, Skills, Student Attitudes

This report views the effect of parent support in active participation in building children's inquiry skills. It is noted that at times a good learning experience developed for a youngster by a school is destroyed by lack of interest and support in the home. Parent attitudes towards the process of inquiry are seen as critical to the subsequent development of positive attitudes in the child. The total enrollment of first-grade children and their parents at an elementary school was used in the study. The parents and their children were divided into equal sizes of experimental and control groups. Parents in the experimental group were given training and materials to help their children in development of inquiry skills. Results of the study indicate that while most parents had a positive attitude towards the inquiry process, it is evident from the data that parents needed training in the development of inquiry skills in young children. (MP)

**ED 199 069** SE 034 392

Pifer, Glenda And Others

**Water Conservation Checklist for the Home. Save Water, Save Energy, Save Money. Program Aid No. 1192.**

Extension Service (DOA), Washington, D.C.

Pub Date—Aug 77

Note—9p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-000-03710-2; no price quoted).

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, Conservation (Environment), \*Conservation Education, Energy Conservation, Environmental Education, \*Home Economics, \*Home Management, Money Management, Secondary Education, \*Water Resources

Few people realize that the average person uses about 60 gallons of water each day. Water shortages are already occurring on a regional scale; someday they may become a national problem. Accordingly, this checklist is designed to help house and apartment dwellers determine how efficiently they use water and identify additional ways to save it. Presented are over 60 suggestions for conserving water in such household activities as personal care, laundry, outdoor work, food preparation, and cleaning. (WB)

**ED 199 070** SE 034 393

McFadden, Charles P. Ed.

**World Trends in Science Education.**

Atlantic Inst. of Education, Halifax, Nova Scotia (Canada).

Spons Agency—Canadian International Development Agency, Ottawa (Ontario); International Council of Scientific Unions, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-0-920518-11-7

Pub Date—80

Note—304p. Based on an International Symposium (Halifax, Nova Scotia, Canada, Summer, 1979).

Available from—Atlantic Inst. of Education, 5244 South St., Halifax, Nova Scotia, Canada B3J 1A4 (\$24.00).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Curriculum Development, Educational Research, Elementary Secondary Education, \*International Education, Preservice Teacher Education, \*Science Curriculum, \*Science Education, Science Instruction, \*Science Programs, Science Teachers, \*Scientific Attitudes

Papers presented at a conference of science educators from 26 countries organized to discuss world trends in science education are compiled in this publication. Section titles are: (1) Perspectives on Science Education - Some Major Trends (9 papers); (2) Science Curriculum Development for the Future - A Look at Some of the Issues (7 papers); (3) Science Curriculum Development - Activity Around the World (10 papers); (4) Science Teacher Education for the Future (11 papers); (5) Some Approaches to Science Education Research (5 papers); and (6) Towards Greater International Cooperation in Science Education (2 papers). (PB)

**ED 199 071** SE 034 396

Tyler, Ralph W.

**Integrating Research, Development, Dissemination and Practice in Science Education.**

Pub Date—[80]

Note—13p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Development, Educational Improvement, Educational Innovation, \*Educational Research, Researchers, \*Research Needs, \*Research Opportunities, \*Research Utilization, \*Science Education, Science Teachers

Identifiers—\*Research Practice Relationship

It is suggested that the potential contributions research and development activities can make to the improvement of educational practice are far from fully realized for a variety of reasons. Researchers overlook problems teachers consider important, teachers are skeptical of proposals from external groups, and researchers and teachers lack a mutual appreciation of their problems. It is advocated that practitioners and researchers work together, and examples are cited of gaps in research and development efforts that limit the comprehensiveness of current knowledge of the systems designed to improve science education. (Author/PB)

**ED 199 072** SE 034 406

Robinson, Floyd G.

**Rate and Ratio: Classroom-Tested Curriculum Materials for Teachers at the Elementary Level. Informal Series/19.**

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-5033-9

Pub Date—81

Note—109p.

Available from—The Ontario Inst. for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (\$5.50).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Elementary Education, \*Elementary School Mathematics, \*Instructional Materials, Lesson Plans, Mathematical Applications, Mathematical Concepts, Mathematics Curriculum, \*Mathematics Instruction, \*Problem Solving, \*Ratios (Mathematics), \*Teaching Guides, Teaching Methods

Identifiers—\*Rate (Mathematics)

This guide provides material for teaching problems with rate and ratio calculations. There has been a traditional and worsening shortfall of student performance on rate and ratio problems which do not apply to other components of the mathematics program. The major problems found with traditional curriculum approaches are: (1) rate and ratio instruction is not begun early enough; (2) rate is not given a concrete representation that captures its essential action; (3) the procedure underlying the essential skill in ratio problems is not articulated in sufficient detail; and (4) the central procedure is not given sufficient massed practice to become dominant in the student's behavior. The teaching materials in this document are specifically designed to overcome these weaknesses. A plausible sequence of 8 stages for the skills involved in ratio and rate problems is outlined. Seventeen detailed lessons that embody the 8 levels constitute the bulk of the material. These lessons consist of a detailed set of teaching notes and student practice examples. Proposed grade level placements of the lessons are suggested. (MP)



ED 199 073 SE 034 407

Gerlovich, Jack

**A Tool for Assessing and Revising Science Curriculum.** Revised Edition.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—Feb 80

Note—39p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, \*Curriculum Evaluation, \*Educational Objectives, \*Elementary Secondary Education, \*Guidelines, Public Schools, \*Science Curriculum, Science Education

Jointly developed by the Iowa Department of Public Instruction and a committee of the Iowa Council of Science Supervisors to encourage and aid local schools in assessing their science curriculum on a continuous basis, this document provides: (1) an implementation schedule for conducting a science curriculum assessment and/or revision; (2) a model for assisting schools in developing their science philosophy, goals, and objectives; (3) recommendations for levels at which suggested objectives are introduced, emphasized and maintained; and (4) an instrument for matching local science curriculum needs to available science programs. (Author/CS)

ED 199 074 SE 034 408

Gerlovich, Jack

**Creation, Evolution and Public Education.** The Position of the Iowa Department of Public Instruction.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Curriculum.

Pub Date—Dec 80

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Policy, Elementary Secondary Education, \*Evolution, \*Position Papers, \*Public Schools, \*Religion, \*Science Curriculum, Science Education

Identifiers—\*Creationism

Presented is an explanation of the position of the Iowa Department of Public Instruction on the teaching of creation and evolution in the public school classroom. Creationism is discussed as a religious concept. The nature of science as an investigatory process and a body of knowledge is also described. Evolution as a scientific theory is then described. Finally, the inclusion of creationism within the public school science curriculum is explored, and the conclusion is made that creationism is not an appropriate inclusion within the science curriculum. (CS)

ED 199 075 SE 034 409

**Study of the Contribution of Population Education to Educational Renewal and Innovation in El Salvador, The Republic of Korea, Philippines and Tunisia.** Co-ordinated Action Programme for the Advancement of Population Education (CAPAPE).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Population Education Section.

Pub Date—80

Note—196p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Case Studies, \*Developing Nations, \*Educational Innovation, Elementary Secondary Education, Environmental Education, Interdisciplinary Approach, \*Population Education, \*Program Descriptions, \*Program Evaluation

Presented are four national case studies carried out by the Population Education Section of the United Nations Educational, Scientific, and Cultural Organization (Unesco). Designed to assess the effects of population education programs on the educational process, these research projects focused on El Salvador, The Republic of Korea, Philippines, and Tunisia. Discussed in each case study are the program's organization, objectives, activities, teacher education efforts, research strategies, and characteristics of the country's population. Conclusions address the program's effects upon students, teachers, curricular content, and instructional methodology. (WB)

ED 199 076 SE 034 413

**Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials.** Supplement IV (1980).

Environmental Protection Agency, Columbus, Ohio.

Spons Agency—Environmental Protection Agency, Washington, D. C.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Oct 80

Note—337p.; For related documents, see ED 182 111 and ED 195 448-450.

Available from—EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$12.00, \$4.00 each).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Audiovisual Aids, Environmental Education, \*Information Dissemination, \*Instructional Materials, Pesticides, Technology, \*Water Pollution, Water Resources

Identifiers—\*Waste Water Treatment, Water Quality, \*Water Supply

Presented are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements in their programs. (CO)

ED 199 077 SE 034 415

Anderson, Calvin E.

**Energy Conservation for School Custodial and Maintenance Personnel.** Course Outline and Instructional Materials.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—May 79

Note—144p.; For related documents, see SE 034 416-419. Contains occasional light and broken type.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Vocational Education, \*Building Systems, \*Custodial Training, \*Energy, \*Energy Conservation, Heating, On the Job Training, Postsecondary Education, \*School Maintenance, Utilities

Presented are materials prepared for the inservice education of school maintenance personnel on the subject of energy conservation in school facilities operations. The course is designed to help maintenance staff understand their schools' energy usage and formulate plans to control that usage. Among the topics covered are building inventory, preventative maintenance, energy audits, boilers, roofs, lighting, and plumbing systems. The manual contains both course guidelines for the instructor and worksheets for course participants to fill out in advance of each lesson. (Author/WB)

ED 199 078 SE 034 416

Dixon, Dail Dilday, Mary

**Building an Energy Efficient Home.** Course Outline and Instructional Materials.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—Jun 79

Note—214p.; For related documents, see SE 034 415-419.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, \*Building Design, Building Systems, \*Construction (Process), Energy, \*Energy Conservation, \*Housing, Postsecondary Education, Site Analysis, Technology

Identifiers—\*House Construction

Provided are course materials designed to acquaint people who are preparing to build their own homes with some basic ideas for planning and constructing an energy efficient residence. The manual's 11 sections address such topics as the site, structural systems, finish materials, and construction. Each section contains overview statements on major concepts and approaches covered, student

handouts, task analysis sheets, and suggested references. To teach the course, an instructor should have experience and education in the building construction field. (Author/WB)

ED 199 079 SE 034 417

Forrest, Lewis C., Jr.

**Energy Conservation in Foodservice: A Course for Foodservice Personnel.** Instructor's Guide. Course Outline and Instructional Materials.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—79

Note—173p.; For related documents, see SE 034 415-419.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Vocational Education, \*Cooks, Energy, \*Energy Conservation, \*Food Handling Facilities, \*Food Service, On the Job Training, Postsecondary Education

Lesson plans and student handouts for a course dealing with conserving energy in food service operations comprise this publication. The course is intended for all persons involved in the preparation of food in public and commercial institutions. By using the strategies discussed, participants should be able to analyze energy usage, identify appropriate conservation measures, and design an energy management plan. The first ten of the course's 20 one-hour lessons provide an overview of energy conservation in food service operations while the latter ten lessons are designed to instruct food service managers in energy conservation analysis, monitoring and management. Lesson plans list learning outcomes, needed supplies, resource materials, procedure, and pre-class assignments. (Author/WB)

ED 199 080 SE 034 418

Wang, Paul

**Electrical Load and Energy Management.** Course Outline and Instructional Materials.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—79

Note—119p.; For related documents, see SE 034 415-419. Contains occasional light type. Appendix marginally legible.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Computers, Cost Effectiveness, Educational Administration, \*Electrical Systems, Energy, \*Energy Conservation, Environmental Education, Money Management, On the Job Training, \*School Buildings, \*School Maintenance, Science Education

Presented are 13 lecture outlines with accompanying handouts and reference lists for teaching school administrators and maintenance personnel the use of electrical load management as an energy conservation tool. To aid course participants in making cost effective use of electrical power, methods of load management in a variety of situations are discussed. Topics covered range from how electricity is generated and transmitted to rate schedules, principles of load management, and computerized building automation systems. (Author/WB)

ED 199 081 SE 034 419

Koenigshofer, Daniel R.

**Energy Conservation for the Home Builder: A Course for Residential Builders.** Course Outline and Instructional Materials.

North Carolina State Dept. of Community Colleges, Raleigh.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—79

Note—168p.; For related documents, see SE 034 415-418. Not available in hard copy due to marginal legibility of original document. Pages 67-74, 83-84, 167 and 175 deleted due to copyright restrictions.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Trades, \*Construction (Process), \*Construction Industry, \*Cost Effectiveness, Energy, \*Energy Conservation, Envi-

ronmental Education, \*Housing, Postsecondary Education, Technical Education

Background information, handouts and related instructional materials comprise this manual for conducting a course on energy conservation for home builders. Information presented in the five- and ten-hour course is intended to help residential contractors make appropriate and cost-effective decisions in constructing energy-efficient dwellings. Included are five sections covering such topics as insulation, mechanical systems, cost calculations, and environmental considerations. Since major emphasis is upon the economics of energy conservation, an entire section is devoted to convincing contractors to build energy-efficient residences. (Author/WB)

ED 199 082 SE 034 422

Harris, Pam

Measurement in Tribal Aboriginal Communities. Northern Territory Dept. of Education, Darwin (Australia).

Report No.—ISBN-0-7245-0457-5

Pub Date—80

Note—127p.

Available from—Northern Territory Dept. of Education, Professional Services Branch, Private Mail Bag 25, Winnellie, Northern Territory, Australia 5789 (no price quoted).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Cultural Differences, Curriculum Development, Educational Research, Elementary Secondary Education, \*Learning Problems, Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, \*Measurement, Problem Solving, Surveys

Identifiers—\*Aboriginal People, Australia, \*Mathematics Education Research

This study focuses on a questionnaire survey undertaken in 1977 in which the concepts and use of measurement in tribal Aboriginal communities in Australia were investigated. The document opens with a review of a 1975 survey of numeracy skills in 10- and 14-year-olds in Australia which showed Aboriginal students often performed at a much lower level than the overall population. The report suggests that one significant cause of this lower performance is the lack of congruence between the aims of the school program and the home background of the Aboriginal child. Literature is reviewed which shows that these children do have mathematical skills not recognized or used in the schools because they do not arise from the Western-based cultural viewpoint. The greater part of the report is given over to a response summary to the eight standard question types in the 1977 questionnaire. The document concludes that any applied number program prepared for English-speaking white Australian children living in mainly urban situations is likely to be both inappropriate and inadequate for many Aboriginal children. (MP)

ED 199 083 SE 034 423

Warren, Jerry A.

Course Objectives and Planned Comparisons.

Pub Date—Aug 78

Note—15p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, \*College Mathematics, \*Course Objectives, Course Organization, \*Criteria, Curriculum Development, Educational Objectives, Higher Education, Mathematics Curriculum, Mathematics Instruction, Program Descriptions, \*Program Development, \*Specifications, \*Statistics

Identifiers—\*Statistical Test Item Collection System

It is argued that course content should be specified as explicitly as possible in terms of what is expected of the student in the future. Four levels of details are addressed: (1) customary course objectives; (2) behavioral questions; (3) behavioral objectives; and (4) exams. The report described the Statistical Test Item Collection System (STICS), a support system consisting of a national file of statistical questions and answers and a series of computer programs. The three major points made by this document are: (1) statistics courses often vary wildly in content and requirements; (2) much of the variation can be traced to a failure to clearly specify what the course is to accomplish and what is to be required of students; (3) one way to provide the kind of specification needed is to record the behavioral objectives and the exam items that apply to a course.

(MP)

ED 199 084 SE 034 425

Price, Gary G. And Others

Organizational and Instructional Features That Affect Grade 2 and Grade 5 Mathematics Achievement in IGE Schools. Technical Report No. 511.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TR-511

Pub Date—Apr 80

Grant—OB-NIE-G-80-0117

Note—48p.; Not available in hard copy due to copyright restrictions. Contains light and broken type.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Educational Research, Elementary Education, \*Elementary School Mathematics, \*Individualized Instruction, Learning Theories, \*Mathematics Curriculum, \*Mathematics Instruction, Models

Identifiers—Individually Guided Education, \*Mathematics Education Research

This document provides a discussion of the relationships in Individually Guided Education (IGE) schools between the organizational and instructional features of schools and the mathematics achievement of second- and fifth-grade students. The theoretical positions that are part of the IGE model—some of them explicit and some of them implicit but evident—imply what some of the relationships should be. Thus, it was possible to form a theoretical model of how variations in different organizational and instructional features would be linked, and how, in turn, those variations would be linked to variations in achievement. This report presents that theoretical model and evaluates how adequately it fits data obtained from schools. The results of the causal analysis used suggest that the instructional and organizational features, as measured in this study, are not able to account for much of the variance associated with second- and fifth-grade mathematics achievement. (Author)

ED 199 085 SE 034 427

Byrne, Robert And Others

Population Dynamics: A Curriculum Guide for Elementary and Secondary Teachers.

New Jersey State Dept. of Environmental Protection, Trenton.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—[80]

Grant—G007701233

Note—15p.; For related documents, see ED 183 416 and ED 188 875.

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conservation (Environment), \*Conservation Education, \*Ecology, Elementary School Science, Elementary Secondary Education, Environmental Education, Natural Resources, Population Education, Population Trends, Science Education, Secondary School Science, Teaching Guides, \*Wildlife

Presented is one of five Wildlife and Environmental Education Teaching units that deal with resource management in a way that includes man as user and manager of natural resources. Included are activities (with their suggested grade levels) that deal with population dynamics. Fifteen supportive activities are described. A list of recommended films and references is appended. Included within the unit is an evaluation sheet for teachers of the unit. (CS)

ED 199 086 SE 034 433

Suydam, Marilyn N. Ed.

Investigations with Calculators: Abstracts and Critical Analyses of Research. Supplement 2.

Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 81

Contract—400-80-0007

Note—58p.; For related documents, see ED 170 134 and ED 171 585.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Abstracts, Academic Achievement, \*Calculators, \*Educational Research, Educational Technology, Elementary Secondary Education, \*Information Dissemination, \*Mathematics Education, \*Teaching Methods

Identifiers—Mathematics Achievement, \*Mathematics Education Research

Presented is a supplement to two previous collections of expanded abstracts of research with calculators. Eight reports are abstracted to add to the information on the effects of calculators on achievement and learning. The critical commentary prepared by each abstractor pinpoints particular strengths and weaknesses of each study. (MP)

ED 199 087 SE 034 434

Suydam, Marilyn N.

Calculators: A Categorized Compilation of References. Supplement 1.

Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-80-0007

Note—64p.; For related document, see ED 171 572. Contains occasional light type.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bibliographies, \*Calculators, \*Educational Research, \*Educational Technology, Instructional Materials, Literature Reviews, Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, Research, \*Resource Materials, Teaching Methods

Identifiers—\*Mathematics Education Research

Presented is a supplement to a previous list of references. Contained is a compilation of information collected by the Calculator Information Center between June 1979 and December 1980. Included are references which previously appeared on bulletins distributed by the Center, plus articles from newsletters and similar less readily available sources and from non-American sources. Most references are annotated; all include a limited set of descriptors or keywords which denote the focus or contents of the reference. At the end of the listing is an index for each descriptor. (Author/MP)

ED 199 088 SE 034 436

Lin, Leslie And Others

Investigating the Great Lakes Environment, Unit

One: The Sea Lamprey Story.

Michigan Sea Grant Program, Ann Arbor.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—MICHU-SG-80-400

Pub Date—81

Grant—NOAA-77-78-04-7-158-44078; NOAA-78-79-04-8-MO1-134; NOAA-79-80-NA79AA-D-00093

Note—186p.

Available from—Michigan Sea Grant Publications Office, 2200 Bonisteel Blvd., Ann Arbor, MI 48109 (\$37.50 plus \$1.50 sales tax for Michigan residents).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Ecology, Elementary Secondary Education, \*Environmental Education, \*Fishes, Interdisciplinary Approach, Junior High Schools, Junior High School Students, Marine Biology, \*Middle Schools, \*Science Education, Science Instruction, Social Studies, \*Water Resources

Identifiers—Great Lakes, Sea Lamprey

Presented are 11 middle school activities dealing with the sea lamprey and its impact upon the Great Lakes. Included are background information, lesson outlines, references, masters for student worksheets, a wall map, game boards, and two filmstrip-tape units. Using these materials students can learn ecological concepts and some Great Lakes history and they will understand relationships among social, economic, political and ecological processes. Two unit tests are provided. (Author/WB)

ED 199 089 SE 034 439

Biemiller, Andrew

**A Neo-Piagetian Approach to Development During the Formal Operational Period.**

Pub Date—Jan 81

Note—27p.; Paper presented at the Annual Meeting of the International Interdisciplinary Conference on Piagetian Theory and Its Implications for the Helping Professions (11th, Los Angeles, CA, January 30-31, 1981). Contains occasional marginal legibility.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Development, \*Cognitive Processes, \*Educational Research, Elementary Secondary Education, Intelligence, \*Learning Theories, \*Mathematics Education, Memory, \*Problem Solving, Psychological Testing

Identifiers—\*Mathematics Education Research, Piagetian Stages, \*Piagetian Theory

Cognitive development during each of the major stages identified by Piaget is characterized by abilities to solve progressively more complex tasks (e.g., changes in the object concept during the sensorimotor stage, and in conservation of amount, weight, and volume during the concrete operational stage). Several theorists have suggested that these changes could be explained by increases in working memory or information processing capacity. Case (1978) suggests that development within each of the major Piagetian stages reflects the growth of working memory for the class of cognitive operations which become available to the child in the stage. The hypothesis that working memory for "formal" cognitive operations increases from one at ages 10 to 12 to four at ages 17 or 18 is examined. Evidence from prior studies of formal operational thought is reviewed. Developmental data using several measures of formal operational memory including tasks involving anticipation of elements in a classification matrix, solution of algebraic problems, and ratio relationships is presented. In general, results are consistent with the hypothesis that there is development of a formal operational working memory. Implications for instruction and other aspects of adolescent development are discussed. (Author)

ED 199 090 SE 034 440

Messina, Antoinette J.

**Expanding Career Choices for Students by Reducing Mathematics Anxiety.**

Pub Date—[80]

Note—10p.; This work is based on ED 182 433.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, \*Career Choice, Educational Research, Elementary Secondary Education, Inservice Teacher Education, \*Mathematics Anxiety, \*Mathematics Education, Mathematics Teachers, School Surveys, Sex Role, \*Sex Stereotypes, \*Student Attitudes, \*Teacher Attitudes

Identifiers—\*Mathematics Education Research

This study was conducted in the school district of Asbury Park, New Jersey, and was designed to determine the attitudes of students and teachers towards sex-role stereotyping in career preferences which employ mathematical skills. Control and experimental classes of students in grades three through eight were selected. Pretests were given to both students and teachers in both groups on mathematical attitudes and occupational preference. Also used were mathematics achievement scores of the students. Two workshops were held by the researchers with participating teachers to increase teacher career awareness. Posttesting of the experimental students and teachers revealed an improvement in the achievement and attitudes of pupils and improvement in attitude of instructors toward mathematics as well as an increased awareness of non-stereotyped career preferences. One recommendation suggested that the Curriculum Committee for the district examine the research and adopt it as part of the mathematics curriculum each semester. (MP)

ED 199 091 SE 034 441

**Energy Education and the School Curriculum. Research Report 1980-2.**

National School Boards Association, Washington, D.C.

Pub Date—80

Note—39p.; Not available in hard copy due to copyright restrictions.

Available from—National School Board Association, Information Services Dept., 1055 Thomas Jefferson St., N.W., Washington, DC 20007 (57-50).

tion, Information Services Dept., 1055 Thomas Jefferson St., N.W., Washington, DC 20007 (57-50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Boards of Education, \*Curriculum Development, \*Elementary Secondary Education, \*Energy, \*Energy Conservation, Environmental Education, Science Education, Social Studies

Since the nation's schools can play a major role in encouraging energy conservation, an energy curriculum should cover four objectives: (1) generating an awareness of energy concerns, (2) fostering the development of responsible energy use habits, (3) preparing students for energy-related careers, and (4) creating an understanding of international energy issues. Presented in this report is a primer for school districts interested in developing an energy curriculum. It focuses on objectives, benefits, successful programs, and steps school boards can take to implement programs and gain community support. Also included are appendices containing a bibliography of energy education materials, a state-by-state listing of contacts and resources, and a guide to federal assistance. (Author/WB)

ED 199 092 SE 034 442

Stapp, William B. Cox, Dorothy A.

**Environmental Education Activities Manual. Revised Edition.**

Pub Date—Oct 79

Note—758p.; For related documents, see ED 119 944-949. Not available in hard copy due to marginal legibility of original document.

Available from—Dorothy A. Cox, 32493 Shady Ridge Dr., Farmington Hills, MI 48018 (\$12.00 each, postpaid).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Community Action, \*Concept Formation, Elementary Secondary Education, \*Environmental Education, Interdisciplinary Approach, \*Problem Solving, Science Activities, Science Education, Science Instruction, Social Studies, \*Values Clarification

Published previously as six separate books, this revised manual contains lesson plans for over 300 K-12 environmental education experiences. Four activity sections follow an introductory chapter on the philosophy, model, and implementation guidelines for the "people-environment interaction" perspective upon which these activities focus. The Concept Activities and Understandings section provides lessons on five major concepts basic to the development of environmentally literate citizens: ecosystem, population, economics and technology, environmental decisions, and environmental ethics. In the Skill Developing Activities chapter, experiences that foster development of eight environmental problem-solving skills are offered. Strategies to help students examine their environment-related values comprise the section on Values Clarification Activities. The Environmental Encounters section contains a series of activities for studying and solving environmental problems in schools and communities. Lessons in all four of these activity sections are identified by grade level. Concluding the manual is a chapter listing titles and sources of numerous environmental education resource materials. (WB)

ED 199 093 SE 034 443

Lange, Robert R.

**Environmental Education Needs Assessment and Evaluation Manual, Volume 1.**

Colorado State Dept. of Education, Denver. Planning and Evaluation Unit.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—Mar 80

Grant—G007892591

Note—67p.; For related document, see SE 034 444. Available from—Colorado State Dept. of Education, Planning and Evaluation Unit, Denver, CO 80203 (\$5.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, Educational Administration, Elementary Secondary Education, \*Environmental Education, \*Evaluation

tion, \*Evaluation Methods, Formative Evaluation, \*Needs Assessment, \*Program Evaluation, Summative Evaluation

Presented is a manual for environmental education program leaders in public schools and other agencies who have little background in needs assessment and evaluation. Written as an instructional package for persons about to design and implement studies, the publication may also be useful for college students and instructors. The manual consists of: (1) a unit on needs assessment, (2) a unit on evaluation, and (3) an appendix containing pointers on technical procedures. Among the topics considered under needs assessment are planning considerations, basic steps and activities, and needs assessment models. The evaluation section discusses types of evaluation, how to review a design, and steps in developing and implementing an evaluation study. (Author/WB)

ED 199 094 SE 034 444

Lange, Robert R.

**Environmental Education Needs Assessment and Evaluation Manual, Volume 2: Sample Instruments.**

Colorado State Dept. of Education, Denver. Planning and Evaluation Unit.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—Mar 80

Grant—G007892591

Note—181p.; For related document, see SE 034 443. Contains occasional light and broken type.

Available from—Colorado State Dept. of Education, Planning and Evaluation Unit, Denver, CO 80203 (\$4.50).

Pub Type—Guides - Non-Classroom (055) — Test—Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Educational Administration, Elementary Secondary Education, \*Environmental Education, \*Evaluation, \*Evaluation Methods, Formative Evaluation, \*Measurement Techniques, \*Needs Assessment, \*Program Evaluation, Questionnaires, Summative Evaluation

Intended to provide an overview of the approaches that have been developed to collect data for environmental education, this publication presents sample pages from over 50 instruments used in evaluation and needs assessment studies. Provided for each entry is a reference so that a complete copy of the instrument may be obtained. Examples are grouped under six study topic headings: students, teachers, school districts, parent perceptions, community, and projects. (Author/WB)

ED 199 095 SE 034 445

Chang, Ping-Tung

**Re-Evaluating the Secondary Mathematics Curriculum for the 80's.**

Spons. Agency—Ministry of Education (Republic of China).

Pub Date—80

Note—7p.; A portion of this paper was presented at the International Congress on Mathematics Education (4th, University of California, Berkeley, CA, August 10-16, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Calculators, Computers, \*Curriculum Development, \*Educational Technology, Elementary Secondary Education, Learning Theories, \*Mathematics Curriculum, \*Mathematics Education, \*Mathematics Instruction, Problem Solving, Program Development, \*Relevance (Education)

Identifiers—Mathematics History

This document views mathematics instruction as an area that was developed to deal with experiences of the real world, and that needs to change in response to the realities of today's world. To insure the continued teaching of significant ideas and skills, certain traditional topics must be deleted from the curriculum and new ones added. Teaching mathematics must catch up with the technological advances available today, such as the microcomputer and calculators. Teachers are viewed as having the responsibility for teaching the processes of real-world problem solving and motivating pupils to both enjoy mathematics and develop skills. Research to determine the topics and appropriate instructional processes are seen as necessary in order to obtain both the goals of general education and the aims of occupational necessity. Most available text-



books and curricula are viewed as stumbling blocks. It is suggested that teachers will have to work a great deal on their own, with the teacher-training program of vital importance for the success of mathematics education in the 1980's. (MP)

ED 199 096 SE 034 447

Allen, Rodney F., Ed.

Hardee County Energy Activities - Middle School Level.

Tri-County Teacher Education Center, Sebring, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—[81]

Note—59p.; Contains occasional light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Basic Skills, Elementary Secondary Education, \*Energy, Energy Conservation, \*Environmental Education, Interdisciplinary Approach, Junior High School Students, \*Middle Schools, Science Education, Social Studies, \*Writing Exercises, Writing Instruction, \*Writing Skills

Described are over 70 activities designed to help students develop writing skills by examining energy issues. Intended for middle school students, the lessons were developed by Hardee County, Florida teachers. Learning strategies employed include class discussions, analogies, word puzzles, letter writing, sentence completions, vocabulary building challenges, and related writing assignments. A list of energy information sources is appended. (WB)

ED 199 097 SE 034 458

Suydam, Marilyn N. Kirschner, Vicky

Selected References on Mathematical Anxiety, Attitudes, and Sex Differences in Achievement and Participation.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—46p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$2.50).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement, \*Attitudes, Educational Research, Educational Resources, \*Mathematics Anxiety, \*Mathematics Education, Research, \*Resource Materials, Resources, \*Sex Differences, Student Attitudes

Identifiers—\*Mathematics Education Research

This document is a bibliographic collection of references listed alphabetically by author, but not otherwise categorized. The final two pages list by title those documents where no individual author is credited. In addition to mathematical anxiety, attitudes, and sex differences in achievement and participation, a few documents deal with mathematical careers for women, aptitudes, abilities and differential treatment. (MP)

ED 199 098 SE 034 544

Federal Funds for Research and Development, Fiscal Years 1979, 1980, and 1981. Volume XXIX. Detailed Statistical Tables.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-80-318

Pub Date—80

Note—186p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Annual Reports, Federal Aid, \*Federal Government, Federal Legislation, \*Financial Support, Institutional Research, Research, \*Research and Development Centers, \*Scientific Research

Presented are detailed statistical tables showing research and development (R&D) levels for the fiscal years 1979, 1980, and 1981, reported by 95 federal agencies in the 1979 March-May period. In the tables, data for 1979 are considered to be actual;

data for 1979 and 1980 are estimated. Historical data for the years 1971-1981 are contained in an appendix, reflecting a current revision of prior-year data in order to enhance the reliability of the data. This document reports funding for all agencies with R&D programs. R&D totals are given in the tables in both outlays and obligations, and the R&D obligatory data are distributed by character of work, performer, field of science, and federal R&D support by states. Research performed at universities and colleges by fields of science and R&D plant data are also provided. (CS)

ED 199 099 SE 034 553

Planning a Safe and Effective Learning Environment for Science.

Texas Education Agency, Austin. Div. of Curriculum Development.

Report No.—TEA-Pub-CU1-832-08

Pub Date—80

Note—63p.; Contains photographs which may not reproduce well.

Available from—Publications Distribution Center, Texas Education Agency, 201 E. 11th St., Austin, TX 78701 (\$1.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Design, Elementary School Science, \*Elementary Secondary Education, \*Guidelines, Laboratory Safety, Planning, Science Education, \*Science Facilities, Secondary School Science, \*State Agencies

Presented are guidelines established by the Texas Education Agency to aid Texas school administrators, teachers, and architects in upgrading existing science education facilities and in planning new facilities in public school classrooms, kindergarten through grade 12. Equipment and facility needs are organized around activities listed for elementary, middle, junior high, and high school science programs. A laboratory safety checklist and sample plans for new construction of science laboratories and classrooms are also included. (CS)

ED 199 100 SE 034 557

Ertel, Madge O.

Identifying and Meeting Training Needs for Public Participation Responsibilities in Water Resources Planning. Publication No. 107.

Massachusetts Univ., Amherst. Water Resources Research Center.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Research and Technology.

Pub Date—Dec 79

Note—40p.; Contains occasional marginal legibility.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Citizen Participation, \*Communication Skills, Curriculum Development, \*Needs Assessment, Planning, \*Professional Training, Programs, \*Public Affairs Education, Training, \*Water Resources

This project surveyed planners in coastal zone management and 208 programs in New England to determine what type of skills and/or experience were required for planners to implement successful public participation programs. The research indicated that prior experience is more directly related to perceived adequacy than either academic or experiential background and therefore concluded that all planners should receive, as part of their professional preparation, specific training that will give them a viable substitute for this experience before they begin their professional careers. Recommendations for such a curriculum, stressing the importance of the development of public communication skills, are provided. (Author/CO)

ED 199 101 SE 034 596

Robertson, Nat C.

Science Policy: USA/USSR. Volume I: Science Policy in the United States.

Spons Agency—National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.

Pub Date—80

Note—213p.; For related document, see SE 034 597. Prepared through U.S.-U.S.S.R. Working Group on Science Policy.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00456-5, \$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Cross Cultural Studies, Government Publications, \*Policy Formation, Science Education, Scientific Enterprise, \*Scientific Research, \*Technological Advancement

Identifiers—\*Research and Development, \*USSR

The first volume of a 700-page, two-volume study presents a basic background of U.S. science policy and describes research and development in the public and private sectors, university research, the diffusion of technology in the U.S., and important issues in American research and development. This publication arose from efforts of two U.S. members of a cooperative research working group under the USA/USSR Joint Commission of Scientific and Technical Cooperation which compared major science policies of the two countries in the planning and management of research and development. (CS)

ED 199 102 SE 034 597

Cocka, Paul M.

Science Policy: USA/USSR. Volume II: Science Policy in the Soviet Union.

Spons Agency—National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.

Pub Date—80

Note—345p.; For related document, see SE 034 596. Prepared through U.S.-U.S.S.R. Working Group on Science Policy.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00457-3, \$6.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Cross Cultural Studies, Government Publications, \*Policy Formation, Science Education, Scientific Enterprise, \*Scientific Research, \*Technological Advancement

Identifiers—\*Research and Development, \*USSR

The second volume of a 700-page, two-volume study presents comparable studies on Soviet research and development and science policy, delineating the different structures, ideologies, and systems. A final chapter compares major areas of science policies in the USSR and USA. This publication arose from efforts of two U.S. members of a cooperative research working group under the USA/USSR Joint Commission of Scientific and Technical Cooperation which compared major science policies of the two countries in the planning and management of research and development. (CS)

ED 199 103 SE 034 606

Campbell, Clifton P.

A Systematic Methodology for Instructional Program Planning, Development, Implementation and Evaluation.

Pub Date—81

Note—29p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bibliographies, Curriculum Design, \*Curriculum Development, Educational Innovation, \*Educational Strategies, Flow Charts, \*Instructional Systems, Learning Theories, \*Models, Program Descriptions, \*Systems Development, \*Teaching Methods, Teaching Skills

Identifiers—\*Instructional Systems Development

Described are the principles and processes of Instructional Systems Development (ISD). The ISD procedures have been used by the military and industry for a number of years, and this report provides a framework designed for a quick understanding of ISD without the need to locate and research voluminous government publications and other references. ISD consists of five major phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Control. The processes represented by this model can be adapted to various instructional programs, and can be used to change and improve ongoing courses and programs as well as to design new systems. An introduction describing ISD, a flow chart model, and separate sections for each phase are found in this report. The document concludes with a selected bibliography, lists of learning categories and guidelines, and a glossary of special terminology. (MP)

## ED 199 104

Bass, Rita Peterson, Karen

## Activity Packages for Use in Junior High School Math Labs.

East Ramapo Teachers Center, Spring Valley, N.Y.  
Pub Date—[81]

Note—72p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Discovery Learning, Instructional Materials, \*Junior High Schools, Laboratories, \*Learning Activities, Mathematical Concepts, \*Mathematics Instruction, Problem Solving, Secondary Education, \*Secondary School Mathematics, \*Supplementary Reading Materials, Teacher Developed Materials

## Identifiers—\*Mathematics Laboratories

Eight activity packages, designed to teach students mathematical topics which are inappropriate to teach through a paper and pencil approach, are presented. The materials were created so that students: (1) can follow the instructions with little supervision; (2) are physically engaged in the activity, either measuring, counting, drawing pictures or graphs, gathering data, making charts, or doing constructions; (3) can complete the activity and clean up in approximately 40 minutes; (4) can demonstrate mastery of the topic through successful completion of the activities and questions in the package, rather than taking a posttest; and (5) can participate in the activity regardless of their level of competence in basic computation. The set of materials comes with an analysis of the topics covered and purposes, aims, and approach of each package. Individual package titles are: (1) Special Number Multiplication; (2) Multiplying Numbers by 10,000 and 1,000; (3) Reciprocals; (4) Finding Out About Ratio and Proportion; (5) Comparing Lengths Using Ratios; (6) Finding Squares; (7) Can You Make a Triangle Out of Any Three Line Segments; and (8) Algebra with Rods. (MP)

## ED 199 105

SE 034 662

Kincaid, Marylou Butler Austin-Martin, George  
Relationship Between Math Attitudes and Achievement, Parents' Occupation, and Math Anxiety in Female College Freshmen.

Pub Date—Jan 81

Note—27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1981). Contains occasional light and broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, \*College Mathematics, \*Educational Research, Evaluation, \*Females, Higher Education, Learning Theories, \*Mathematics Anxiety, \*Mathematics Education, \*Sex Role, Sex Stereotypes, Student Attitudes, Undergraduate Study

## Identifiers—\*Mathematics Education Research

The reasons that cause women to take significantly fewer mathematics courses than men are investigated. The subjects consisted of 377 female college freshmen enrolled at a small, private women's liberal arts college in the Midwest. All subjects were tested as part of the college's regular placement testing program prior to the Fall semester of the 1978-79 academic year. Thirty-three of the subjects' test results were eliminated due to incomplete demographic data. Results of the remaining 344 were analyzed. Students were tested with an achievement test of 50 multiple choice items constructed by the mathematics faculty, and by 24 items gathered by the researcher to measure mathematics attitudes and anxiety. Individuals with a high level of mathematics anxiety were found to hold different attitudes towards mathematics and perform less well than those who were not mathematics-anxious. Particularly surprising findings were negative correlations for the high mathematics-anxious group with mathematics as a male domain, fathers' perceived attitudes, and attitude toward success in mathematics. The findings indicate that mathematics anxiety is a construct needing further definition, and that one's preferred sex role is a likely correlate of mathematics anxiety in females. (MP)

## ED 199 106

Snyder, Marilyn N., Ed.

## Investigations in Mathematics Education, Volume 14, Number 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—81

Note—71p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$6.00, \$1.75 single copy).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Abstracts, \*Academic Achievement, Achievement, College Mathematics, Educational Research, Elementary School Teachers, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Learning Theories, \*Mathematics Education, \*Mathematics Instruction, \*Teaching Methods

## Identifiers—\*Mathematics Education Research

Ten research reports related to mathematics education are abstracted and analyzed. Five of the reports deal with aspects of mathematics instructional practices, four with areas of learning theory, and one with student achievement. Research related to mathematics education which was reported in RIE and CIJE between July and September 1980 is listed. (MP)

## ED 199 107

SE 034 674

McAdaragh, Mary Kathleen

## The Effect of Background Experience and an Advance Organizer on the Attainment of Certain Science Concepts.

Pub Date—81

Note—184p.; Ph.D. Dissertation, The University of Michigan.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, \*Advance Organizers, \*Background, \*Earth Science, Grade 9, \*Measures (Individuals), Pretests Posttests, Science Education, Secondary Education, \*Secondary School Science, Student Characteristics, Student Evaluation, \*Student Experience

## Identifiers—Ausubel (David P), \*Science Education Research

This study examined the effects of an advance organizer and background experience in science on the attainment of science concepts. Ninth-grade earth science students (N=90) were given the Dubbins Earth Science Test (DEST) and a Science Background Experience Inventory (SBEI) developed by the author. They were then placed into high, medium, and low experience groups, each group subdivided into a treatment (receiving an advance organizer on the rock cycle) and a control (receiving a placebo on the rock cycle) group. A DEST posttest was given after two weeks; in addition, data on sex, Differential Aptitude Test (DAT) scores, socioeconomic status, and grade point average were collected. It was concluded that: (1) neither the advance organizer nor the background experience of the student made a significant difference in achievement; (2) there was no significant interaction between method and background experience of the student; (3) there was a strong covariance relationship between the DAT section on Abstract Reasoning and achievement on the DEST. Interpretations include, among others, the possibility that the unit of study may not have been broad enough to allow for a maximum advance organizer effect and that the sample did not include the full spectrum of student abilities. (Author/JN)

## ED 199 108

SE 034 675

Ericson, Katharine

## The Solar Jobs Book: How to Take Part in the New Movement Toward Energy Self-Sufficiency.

Report No.—ISBN-0-931790-12-3

Pub Date—80

Note—211p.

Available from—Brick House Publishing Co., Inc., 3 Main St., Andover, MA 01810 (\$7.95).

Pub Type—Books (010) — Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

## Document Not Available from EDRS.

Descriptors—\*Employment Opportunities, \*Energy, \*Energy Conservation, Environmental Education, \*Labor Force Development, Postsecondary Education, Science Education, \*Solar Radiation, Technical Education, Technology

## Identifiers—Alternative Energy Sources

Solutions to this country's energy problems can be found through a combination of conservation measures and solar technology. Accordingly, this book provides an overview of employment in the solar energy and energy conservation fields, an analysis of related life styles and working situations, a listing of solar energy programs and agencies, and a directory of educational programs. Discussed is the employment potential in areas such as design, research, education, weatherization, government services, corporations, and small businesses. A large section covers energy organizations, energy-related government agencies, and federal programs in solar energy and energy conservation. Also presented is an extensive chart listing private companies involved in solar energy. The final section is a directory of solar energy education programs including university programs, two year degrees, and continuing education opportunities. (Author/WB)

## ED 199 109

SE 034 677

Simonis, Doris G.

## Iowa Developed Energy Activity Sampler (IDEAS), Grades 7-12: Introduction.

Iowa Energy Policy Council, Des Moines; Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—80

Note—188p.; For related documents, see SE 034 678-683. Pages 85-89 removed due to copyright restrictions. This introduction is the same for all modules, and will need to be used in conjunction with each module.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Energy, Energy Conservation, \*Environmental Education, \*Fused Curriculum, Home Economics, \*Interdisciplinary Approach, Science Education, \*Secondary Education, Social Studies

## Identifiers—Energy Consumption

Presented is the Introduction for the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades 7-12. Included in the program are activity sets for Home Economics (SE 034 678), Industrial Arts (SE 034 679), Language Arts (SE 034 680), Mathematics (SE 034 681), Science (SE 034 682), and Social Studies (SE 034 683). This introductory section is intended for use with each of the subject-matter activity samplers. Provided is teacher background information on energy topics such as heat capacity, energy production and consumption, energy resources, exponential growth, and energy use in agriculture. Also presented are a glossary of energy-related terms and an annotated bibliography of about 300 selected materials on energy. (Author/WB)

## ED 199 110

SE 034 678

Simonis, Doris G.

## Iowa Developed Energy Activity Sampler (IDEAS), Grades 7-12: Home Economics.

Iowa Energy Policy Council, Des Moines; Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—80

Note—225p.; For related documents, see SE 034 677-683. Pages 366, 372, and 383 removed due to copyright restrictions. Pages 19-172 contain the introduction which is the same for all modules. They have been removed and made into a separate document - SE 034 677.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Consumer Science, \*Energy, Energy Conservation, \*Environmental Education, Fused Curriculum, Heating, \*Home Economics, \*Home Management, Resource Materials, \*Secondary Education

Presented is the Home Economics component of the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades 7-12. Also included in the program are activity sets for Industrial Arts (SE 034 679), Language Arts (SE 034 680), Mathematics (SE 034 681), Science (SE 034 682), and Social Studies (SE

034 683). Contained in this manual are the 43 student-centered activities from the complete IDEAS curriculum that relate to secondary home economics. Activities are arranged under six concepts: (1) Energy is basic; (2) Energy usefulness is limited; (3) The environment is affected by energy exchanges; (4) Energy choices affect society; (5) Conservation; and (6) The future is ours to shape and share. Among the topics covered are calorie measurement, energy efficiency, energy costs, insulation, and meter reading. Activities are illustrated by drawings, charts, or diagrams and include background information and discussion questions. (Author/WB)

ED 199 111

SE 034 679

Simonis, Doris G.

Iowa Developed Energy Activity Sampler

(IDEAS), Grades 7-12: Industrial Arts.

Iowa Energy Policy Council, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines. Pub Date—80

Note—173p.; For related documents, see SE 034 677-683. Pages 19-172 contain the introduction which is the same for all modules. They have been removed and made into a separate document - SE 034 677.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Building Design, Building Systems, \*Energy, Energy Conservation, \*Environmental Education, Fused Curriculum, Heating, \*Industrial Arts, \*Secondary Education

Described is the Industrial Arts component of the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades 7-12. Also included in the program are activity sets for Home Economics (SE 034 678), Language Arts (SE 034 680), Mathematics (SE 034 681), Science (SE 034 682), and Social Studies (SE 034 683). Activities are illustrated by drawings, charts, or diagrams and include discussion questions and background information. Contained in this manual are the 32 student-centered activities from the complete IDEAS curriculum that relate to secondary industrial arts. Topics covered include energy measurement, thermodynamics, home design, wind power, insulation, and meter reading. Activities are arranged under six concepts: (1) Energy is basic; (2) Energy usefulness is limited; (3) The environment is affected by energy exchanges; (4) Energy choices affect society; (5) Conservation; and (6) The future is ours to shape and share. (Author/WB)

ED 199 112

SE 034 680

Simonis, Doris G.

Iowa Developed Energy Activity Sampler (IDEAS), Grades 7-12: Language Arts.

Iowa Energy Policy Council, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines. Pub Date—80

Note—101p.; For related documents, see SE 034 677-683. Pages 202-203, 206, 227-230, 235-238, 246, 257-258 removed due to copyright restrictions. Pages 19-172 contain the introduction which is the same for all modules. They have been removed and made into a separate document - SE 034 677.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, \*Energy, \*Environmental Education, Fused Curriculum, \*Language Arts, \*Reading Skills, \*Secondary Education, \*Vocabulary Development

Presented is the Language Arts component of the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades 7-12. Among the lessons included are an energy debate, puzzles, energy poetry, and energy life styles. Also contained in the IDEAS program are activity sets for Home Economics (SE 034 678), Industrial Arts (SE 034 679), Mathematics (SE 034 681), Science (SE 034 682), and Social Studies (SE 034 683). Provided in this manual are the 13 student-centered activities from the complete IDEAS curriculum that relate to secondary language arts. Activities are arranged under six concepts: (1) Energy is basic; (2) Energy usefulness is limited; (3) The environment is affected by energy exchanges; (4) Energy choices affect society; (5) Conservation; and (6) The future is ours to shape and share. Lessons include background information and discussion questions. (Author/WB)

ED 199 113

SE 034 681

Simonis, Doris G.

Iowa Developed Energy Activity Sampler

(IDEAS), Grades 7-12: Mathematics.

Iowa Energy Policy Council, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines. Pub Date—80

Note—139p.; For related documents, see SE 034 677-683. Pages 19-172 contain the introduction which is the same for all modules. They have been removed and made into a separate document - SE 034 677.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Computation, \*Energy, \*Environmental Education, Fused Curriculum, \*Mathematics Education, \*Mathematics Instruction, Measurement, \*Secondary Education, \*Secondary School Mathematics

Described is the Mathematics component of the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades 7-12. Also included in the program are activity sets for Home Economics (SE 034 678), Industrial Arts (SE 034 679), Language Arts (SE 034 680), Science (SE 034 682), and Social Studies (SE 034 683). Contained in this manual are the 22 student-centered activities from the complete IDEAS curriculum that relate to secondary mathematics. Lesson plans include background information as well as worksheets, diagrams, and equations to aid in computation. Activities are arranged under six concepts: (1) Energy is basic; (2) Energy usefulness is limited; (3) The environment is affected by energy exchanges; (4) Energy choices affect society; (5) Conservation; and (6) The future is ours to shape and share. Among the topics addressed are energy units and measurement, personal energy expenditures, fuel supply and demand, exponential growth, and energy consumption in agriculture and manufacturing. (Author/WB)

ED 199 114

SE 034 682

Simonis, Doris G.

Iowa Developed Energy Activity Sampler (IDEAS), Grades 7-12: Science.

Iowa Energy Policy Council, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines. Pub Date—80

Note—313p.; For related documents, see SE 034 677-683. Pages 328, 377-380, 429-432, 468, 474, 485 removed due to copyright restrictions. Pages 19-172 contain the introduction which is the same for all modules. They have been removed and made into a separate document - SE 034 677.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Energy, Energy Conservation, \*Environmental Education, Fused Curriculum, Futures (of Society), Physics, \*Science Education, \*Science Instruction, \*Secondary Education, \*Secondary School Science, Technology

Presented is the Science component of the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades 7-12. Also contained in the program are activity sets for Home Economics (SE 034 678), Industrial Arts (SE 034 679), Language Arts (SE 034 680), Mathematics (SE 034 681), and Social Studies (SE 034 683). Contained in this manual are the 55 student-centered activities from the complete IDEAS curriculum that relate to secondary science. Topics of the lesson include energy flow, thermodynamics, energy limits, alternative energy sources, life styles, and insulation. Activities are arranged under six concepts: (1) Energy is basic; (2) Energy usefulness is limited; (3) The environment is affected by energy exchanges; (4) Energy choices affect society; (5) Conservation; and (6) The future is ours to shape and share. Lesson plans include discussion questions and background information, and they are usually illustrated with charts, diagrams, or drawings. (Author/WB)

ED 199 115

SE 034 683

Simonis, Doris G.

Iowa Developed Energy Activity Sampler (IDEAS), Grades 7-12: Social Studies.

Iowa Energy Policy Council, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines. Pub Date—80

Note—177p.; For related documents, see SE 034 677-682. Pages 253-256, 291-294, 324, 330, 341 removed due to copyright restrictions. Pages 19-

172 contain the introduction which is the same for all modules. They have been removed and made into a separate document - SE 034 677.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Current Events, \*Energy, Energy Conservation, \*Environmental Education, Fused Curriculum, \*Futures (of Society), Quality of Life, Resource Materials, \*Secondary Education, \*Social Studies

Described is the Social Studies component of the Iowa Developed Energy Activity Sampler (IDEAS), a multidisciplinary energy education program designed for infusion into the curriculum of grades seven through twelve. Aspects of the energy situation addressed in these lessons include resource finiteness, exponential growth, standard of living, foreign relations, historical perspectives, and future alternatives. Also contained in the IDEAS program are activity sets for Home Economics (SE 034 678), Industrial Arts (SE 034 679), Language Arts (SE 034 680), Mathematics (SE 034 681), and Science (SE 034 682). Provided in this manual are the 30 student-centered activities from the complete IDEAS curriculum that relate to secondary social studies. Illustrated by drawings, charts, or diagrams, the lesson plans include discussion questions and background information. Activities are arranged under six concepts: (1) Energy is basic; (2) Energy usefulness is limited; (3) The environment is affected by energy exchanges; (4) Energy choices affect society; (5) Conservation; and (6) The future is ours to shape and share. (Author/WB)

ED 199 116

SE 034 685

Meyers, Paul A. Witt, Frank C.

Our Energy Options.

Rockford Public Schools 205, Ill.

Spons. Agency—Department of Education, Washington, D.C.

Pub Date—81

Note—54p.; Contains photographs which may not reproduce well.

Pub Type—Reference Materials (130)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Energy, Energy Conservation, \*Environmental Education, Futures (of Society), Long Range Planning, \*Science Education, \*Secondary Education, \*Social Studies, Technological Advancement, \*Technology

Identifiers—\*Alternative Energy Sources, Project APEC

Presented is an analysis of alternatives available to the United States in dealing with energy problems. Options explained and evaluated include coal, solar, hydroelectric, nuclear, geothermal, wind, biomass, and energy conservation. The booklet is part of Project APEC (America's Possible Energy Choices), a nationally validated Title IV-C project designed to educate teachers of grades 9-12 about energy and provide related study units and materials for students in these grades. (WB)

## SO

ED 199 117

SO 013 039

Population Education in the South Pacific. Report of a Sub-Regional Workshop (Suva, Fiji, October 1-12, 1979).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—171p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, \*Comparative Education, Curriculum Development, \*Educational Needs, \*Educational Practices, Elementary Secondary Education, Foreign Countries, Futures (of Society), \*Population Education

Identifiers—Fiji, Papua New Guinea, Solomon Islands, Tonga

The governments of Fiji, Papua New Guinea, Solomon Islands, and Tonga participated in a workshop designed to stimulate interest and understanding of population education and help the participating countries write proposals for national population education programs for financial and technical support from UNESCO and other agencies. This report is arranged in four parts. Part one discusses curriculum development in population



education in each of the four participating countries. The general aims and content of population education are discussed for each country. The participants also discussed the various teaching approaches for introducing population education. There was general agreement that the integration/infusion approach met their needs best. Part two presents an assessment of needs and draft plans for population education in each country. In all of the countries new curricula need to be developed and teachers need to be trained. In Fiji there is also a need to make people aware that family planning is not population education. In Papua New Guinea teachers need to be made aware of the need for population education before an in-school program is introduced. Because population education is a new phenomenon in Tonga, there is a need to orient the whole population toward population awareness. In the Solomon Islands there is a need for assistance in the assessment of the target group's knowledge and attitudes in relation to population education. Part three contains country reports. Each country discusses its population situation and characteristics and its status of population education. Participant lists, the workshop agenda, welcoming and opening addresses, and remarks are included in the appendices, part four of the report. (Author/RM)

**ED 199 118** SO 013 146

Vockell, Edward L. Hodal, E. Frank.  
The Hammond Humane Education Project (Final Report).

Pub Date—79

Note—21p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Altruism, \*Animals, Attitude Change, Attitude Measures, \*Childhood Attitudes, \*Educational Assessment, Elementary Education, Program Evaluation, Tables (Data) Identifiers—Humane Education

The paper assesses an effort by the elementary school system of Hammond, Indiana, to develop and implement an educational program to improve children's attitudes toward animal life. Three levels of humane education treatment were introduced. The first level, introduced in seven schools, consisted of an intensive program involving humane education materials and a speaker who presented a planned program to students. The second level, also offered in seven schools, involved a less intensive program in which children were exposed to educational materials but not to speakers. The final level, in which six schools were involved, was characterized by control groups of students who were exposed neither to educational materials nor speakers until after the program assessment was over. The principal evaluative data were the tests administered to students by classroom teachers in the ordinary classroom situation. Test instruments were the Fireman Test and the Good Ideas and Bad Ideas Test. Findings from statistical analysis of test results indicated that there were no appreciable differences on test scores among students in any of the three groups. In other words, the control group did just about as well as either of the groups that participated in humane education programs. The conclusion is that there is no reasonable basis for expectation of improvement in children's attitudes toward animal life as a result of humane education programs. The implication is that humane educators should try other strategies, including, for example, visiting schools to talk with teachers and principals to find out what factors make students in one school score higher on humane knowledge and attitude tests than students in other schools who have been exposed to similar educational programs. (DB)

**ED 199 119** SO 013 148

Allyn, Mildred V., Comp.  
About Aging: A Catalog of Films with a Special Section on Videocassettes. Fourth Edition. University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.

Report No.—ISBN-0-88474-091-9

Pub Date—79

Note—249p.

Available from—Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007 (\$5.50 plus \$0.85 postage and handling).

Pub Type—Reference Materials - Directories/Catalogs (132) — Books (010)

Document Not Available from EDRS.

Descriptors—\*Aging (Individuals), Filmographies, \*Films, \*Gerontology, Middle Aged Adults, \*Older Adults, \*Videotape Cassettes

This annotated bibliography lists over 600 16mm films, videocassettes, and feature length films appropriate for gerontology programs. The films are listed alphabetically by title. The following information is provided: technical (running time, color or black and white, year of release), producer, availability, distributor, and sale/rental costs. A subject index is organized into 40 categories including advocacy, death/grief, employment, exercise, family relationships, folklore, housing, institutionalized aged, loneliness, marriage, men, rehabilitation programs, rural and urban aged, sexuality, and women. Addresses of distributors are also included. (KC)

**ED 199 120** SO 013 150

Miller, Barbara, Ed.

Thinking Globally, Acting Locally About Food, Population and Energy Issues. Seventh Grade Interdisciplinary Unit.

Aurora Public Schools, Colo.

Spons Agency—Denver Univ., Colo. Center for Teaching International Relations.

Pub Date—79

Note—306p.; Not available from EDRS in paper copy due to marginal legibility of the original document. Some pages will not reproduce clearly in microfiche.

Available from—Aurora Public Schools, 1085 Peroria Street, Aurora, CO 80011 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Developed Nations, Developing Nations, \*Energy, \*Food, \*Global Approach, Grade 7, Junior High Schools, Junior High School Students, Learning Activities, \*Population Education, \*Social Studies, Teaching Methods, \*Units of Study, World Problems

This social studies unit suggests activities and teaching methods for use by seventh grade social studies classroom teachers as they develop and implement educational programs on global food, population, and energy problems. Objectives are to help students become aware of global interdependence, identify roles of various nations in causing and solving problems related to food and population, and develop skills in gathering and analyzing data regarding world problems. The document is presented in seven sections. Chapter I suggests activities which introduce students to global interdependence and to differences in life styles between developed and developing nations. Students are involved in a variety of activities including determining issues essential to a 'good life', working with maps and globes, creating bulletin boards and collages, answering questions on worksheets, and discussing global issues in small groups and in class. Chapters II through IV present activities which focus specifically on population, food, or energy. Activities involve case studies, data sheets, time lines, simple computation problems, and map and globe work. Chapters V and VI offer culmination activities and supplemental projects. Students are directed to pull together background information and skills gained through participation in earlier course activities. Specific activities and projects in which they are involved include producing a filmstrip, making posters and bulletin boards, creating energy tools out of 'classroom junk', discussing food and energy sources, and diagramming energy issues. For all activities suggested in the document, information is presented on title, background, objectives, time and materials required, skills, focus, and procedures. (DB)

**ED 199 121** SO 013 151

Mecklenburger, James A.

What Priority for "Global Education". An NSBA Survey of School Board Members and School Superintendents.

National School Boards Association, Washington, D.C.

Spons Agency—Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.

Pub Date—Oct 79

Note—16p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Boards of Education, Educational Needs, \*Educational Objectives, \*Educational Trends, Elementary Se-

condary Education, \*Global Approach, National Surveys, \*Superintendents

Results of a nationwide survey of school board members and superintendents indicate that although most districts approve of global education, other priorities are seen as more pressing. Responses were received by 215 school board presidents and 833 superintendents, for a total sample of 1,048. Participants were questioned about general educational trends and priorities before being questioned about global education specifically. The respondents preferred an emphasis on career, family, and consumer education. They believed that curriculum expansion should occur in vocational, industrial, economic, and basic education. Areas of least interest, and financial support included bilingual education, foreign language, field trips, and student exchange programs. On questions concerning global education specifically, 60% indicated that global education is an important issue and 80% suggested that it is an approach that school boards need to know more about. Impediments to global education were identified as concerns for the basics, higher priorities, funding, and lack of teacher preparation. (Author/KC)

**ED 199 122** SO 013 152

Richardson, Laurel Walum And Others

Classroom Authority Management of Male and Female University Professors.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus, Graduate School.

Pub Date—29 Aug 80

Grant—NIE-G-78-0144

Note—33p.; Paper presented at Annual Meeting of the American Sociological Association (New York, NY, August 29, 1980). Sponsored in part by the College of Social and Behavioral Sciences and the Department of Sociology.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Science Research, \*Classroom Techniques, \*College Faculty, \*Females, Higher Education, \*Males, \*Power Structure, \*Sex Differences, Sex Role, Social Status, Surveys  
This paper investigated whether male and female college teachers exhibit differences in the way in which they manage authority in the classroom. The hypothesis was that sex differences in classroom authority management were likely to exist for two reasons. First, female professors would have to adopt masculine sex-typed styles of interaction in order to be viewed as legitimate holders of authority in spite of their lesser female status. Second, male professors, although they hold a position which is consistent with their status as males, would experience a conflict between male authoritarian behavior and the cultural norms of a teaching culture in which accessibility to students and an interactive classroom atmosphere are expected. Data consisted of a sample of 15 female and 15 male professors at a large state university. Participants were matched with regard to academic rank, disciplinary orientation, and sex-ratio of department. The method involved interviewing participants about perceptions of their own authority, and about four common classroom management problems—inattentiveness, overt disruption, challenging competency, and lack of student participation. Findings from an analysis of questionnaire responses indicated that rank and sex were related to responses regarding management problems. At the assistant and associate levels, women used strategies that reduced their appearance of authority as they attempted to legitimate it; men, on the other hand, employed a more direct and authoritarian style in dealing with management problems. Few differences were found between men and women at the level of full professor since both used techniques that reflected their senior status. (DB)

**ED 199 123** SO 013 153

Sironen, Doretha May

Contemporary Music Education: Trends and Implications.

Pub Date—80

Note—288p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Aesthetic Education, Curriculum Development, \*Educational Assessment, \*Educational Trends, Grade 5, Grade 6, Inquiry, Interdisciplinary Approach, Intermediate Grades,

\*Music Education, Social Studies, State of the Art Reviews, \*Teaching Methods

This document investigates issues, principles, and practices in music education programs in elementary schools. Objectives were to determine how music education programs meet the intellectual, cultural, and artistic needs of children in a changing society and to provide direction in planning and implementing more realistic and comprehensive music programming. The document is presented in five chapters. Chapter I evaluates the influence of contemporary educational trends on music education. Information is presented on group interaction, experiential learning, discovery learning, intellectual growth, listening and discussion, participation and performance, and skill development. Chapter II relates aesthetics to music education, with an emphasis on helping music educators develop basic criteria for educational objectives and curriculum. Chapter III reviews innovative music education approaches by Dalcroze, Kodaly, Orff, and Suzuki. Chapter IV suggests a general inquiry based music curriculum for grades five and six. Also presented is an interdisciplinary approach to music and social studies, in which the music of ancient Greece is explored. The final chapter summarizes the report and concludes that music educators will be more successful in increasing elementary school pupils' music appreciation and skills if they concentrate on helping students move toward their own learning goals; use innovative approaches such as simulation, small groups, and inquiry; and relate music to other subjects in the curriculum. (DB)

ED 199 124

SO 013 158

Broek, Jan O. M. And Others

The Study and Teaching of Geography.

Report No.—ISBN-0-675-08163-7

Pub Date—80

Note—108p.

Available from—Charles E. Merrill Publishing Company, Bell & Howell Company, 1300 Alum Creek Drive, Columbus, OH 43216 (\$5.95).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Developed Nations, Developing Nations, Elementary Secondary Education, Environmental Education, Futures (of Society), \*Geography, \*Geography Instruction, Global Approach, Human Geography, \*Intellectual Disciplines, Physical Geography, \*Research Methodology, \*Teaching Methods

The document discusses the discipline of geography in terms of its nature, development, research, and teaching methods. It is presented in six chapters. Chapter one briefly discusses the value of geography, its position among the sciences, and careers in geography. Chapter two traces the development of geographic thought from antiquity through the Middle Ages and the Renaissance, to the beginnings of modern geography in the 18th century. The four traditions of geography which evolved in the 20th century are also discussed. These approaches are earth science, man-land, area or regional study, and spatial. Topics in chapter three include the place of geography in the humanities, the social cultural approach (human geography), the historical dimensions, and the former emphasis on location which has been replaced by the current emphasis on situation. Chapter four focuses on the methods of geography. It reviews the use made of maps in geographic research and teaching, discusses computer cartographics, and considers the impact of quantitative methods on the discipline of geography. Chapter five presents research themes in geography. Themes center on geographic aspects of population, urban geography, and economic development. The final chapter suggests teaching methods for three instructional frameworks: the nature of the environment, developed and developing nations as major human systems, and the future. The methods emphasize case studies and student research. (KC)

ED 199 125

SO 013 159

Modernization of Education in Japan.

National Inst. for Educational Research, Tokyo (Japan).

Spons Agency—World Bank, Washington, D. C. Report No.—NIER-RB-17

Pub Date—Oct 78

Note—88p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Education, \*Educational History, \*Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Industrialization, Nationalism, Technical Education

Identifiers—\*Japan

The document traces the development of education in Japan from the 17th century to the present. It is presented in four chapters. Chapter one discusses the Tokugawa Period (1603-1867). Principal forms of schooling were hanko for the Samurai class and terakoya for the commoners. The hanko were established for the benefit of the fiefs; objectives of the terakoya schools were basic literacy and numeracy. Chapter two focuses on the period 1868-1885 which concentrated on westernization, industrialization, and national independence. Universal education, human resources development, and institutions of higher education were established during this period. Chapter three examines the period from 1885 to 1920. The modernization of politics and industry, crystallization of a national morality, promotion of technical education, and development of social education occurred during this time. Chapter four traces developments from 1920 to the present, including the time of reconstruction after World War II. Decentralization has characterized education in postwar Japan. Compulsory education has been extended, education for women improved, and special education developed. Japan now seeks to attract more people of ability to the teaching profession. Appendices provide enrollment and school statistics. (KC)

ED 199 126

SO 013 160

Moral Education in Asia. Report of a Joint Study on Moral Education in Asian Countries.

National Inst. for Educational Research, Tokyo (Japan).

Report No.—NIER-RB-20

Pub Date—Jan 81

Note—188p.; Prepared in collaboration with the Asian Programme of Educational Innovation for Development (APEID).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Citizenship Education, \*Comparative Education, Cross Cultural Studies, Developing Nations, Educational Objectives, Educational Practices, Elementary Secondary Education, Humanistic Education, \*Moral Development, Moral Values, \*Non Western Civilization, Social Change, State of the Art Reviews, Teacher Education

Identifiers—\*Asia

This report presents findings from a regional study by 16 Asian nations on the status of moral education in the Asian region. The objectives of the study were to compile a state of the art report on moral education and to suggest ways in which moral development can keep pace with technological development. The document is presented in four sections. Section one introduces the scope of the study; states general objectives of moral education (to help children become responsible citizens, develop humanistic understandings, realize their maximum possible development potential, and to cope with rapid social change); and suggests why there is such an urgent need for moral education in Asia's developing nations. Section two presents a synthesis of reports on moral education in the 16 nations which participated in the project. Information is presented on objectives, socio-cultural and historical background, curriculum, instructional materials and media, teaching methods, teacher education, research, and evaluation. Section three presents reports by country for Afghanistan, Bangladesh, Burma, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, and Thailand. The final section identifies and briefly discusses 17 basic issues in moral education, including the dichotomy between moral precept and practice, influences of socioeconomic conditions on moral behavior, the spirit of competitiveness, and the relationship between moral and religious education. The document concludes with a directory of 75 project participants. (DB)

ED 199 127

SO 013 161

Anderson, Tom Barta, Sheryl

Multicultural Nonsexist Education in Iowa Schools: Social Studies.

Iowa State Dept. of Public Instruction, Des Moines. Pub Date—Sep 79

Note—19p.; Not available from EDRS in paper copy due to blurring of ink throughout original document.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Check Lists, Curriculum Evaluation, Definitions, Educational Philosophy, Elementary Secondary Education, \*Multicultural Education, Nondiscriminatory Education, Objectives, Organizations (Groups), Resource Materials, \*Sex Fairness, \*Social Studies, State Legislation

Identifiers—\*Iowa

This pamphlet contains resources intended to aid local curriculum committees who are developing and implementing the social studies component of their school's multicultural, nonsexist education plan. Although written for use by Iowa educators, the pamphlet can easily be used by educators in other states. The pamphlet is comprised of various sections. The opening section contains definitions. A second section discusses rationale and philosophy. It is important that all students see themselves positively reflected in their curriculum regardless of their sex, race, cultural background, or disability. It is equally important that students see the contributions and perspectives of the disabled, other races and cultural groups, as well as the opposite sex, reflected in their school curriculum. Another section outlines the law in Iowa regarding multicultural, nonsexist education. Goals and objectives are outlined in a fourth section. School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. A checklist, which is intended as a general guide to use when looking at the K-12 social studies curriculum, is included in the pamphlet. One section contains a selective annotated listing of teacher resource materials including background readings and bibliographies of classroom materials. The pamphlet concludes with an annotated listing of organizations which may provide assistance, ideas, and information on resources to school districts that are striving to implement a multicultural, nonsexist social studies program. (Author/RM)

ED 199 128

SO 013 162

Sturtz, Shirley, Ed. Ramsey, Jonny H., Ed.

A Curriculum Guide to the 1979-80 Challenge Grant Projects of the Comprehensive Arts Program (Title IV-C).

Pennsylvania State Dept. of Education, Harrisburg; Pennsylvania State Dept. of Education, Harrisburg. Central Intermediate Unit No. 10.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—84p.; Photographs throughout document may not reproduce clearly from EDRS in microfiche or paper copy.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Art Education, Dance, Elementary Education, \*Fine Arts, Interdisciplinary Approach, Junior High Schools, Language Arts, Local History, Music, Photography, Physical Education, Program Descriptions, Sciences, Social Studies, Units of Study

This publication contains summary descriptions of the 33 grant proposals in the arts which teachers in Intermediate Unit No. 10 in Harrisburg, Pennsylvania, submitted to the Challenge Grant Program. The purpose of the Program during 1979-80 was to provide grants to public and nonpublic school staff to encourage and assist them in planning and conducting creative learning experiences in which the arts play a key role. Each summary provides information regarding the participants involved, project site and dates, project objectives and activities, project evaluation as perceived by the project chairman, documentation of the project, and the amount of the grant award. Twenty-six of the 33 grant proposals were funded. Some of the projects were units of study for social studies, science, or language arts courses. Others were units for art, music, dance, creative writing, movement, photography, and carpentry courses. A few examples of the projects fol-

low. The "Follow the Yellow Brick Road" project developed an "Historic Walking Tour of Lock Haven" packet which includes a slide presentation, a cassette guide for the walking tour, and suggested preparatory and follow up activities for teachers. In another project, "Appreciation of Rustic Log Cabin Architecture," students actually built a log cabin. In the project "ALOHA: Appreciating Local History Through Art," children wrote their own stories using Indian symbols, created finger puppet plays, made patchwork pictures, and created a life-size Indian village. The "Musical Production Expands Arts Curriculum" project involved students in producing three musicals—Jungle Book, A Western Road Show, and Tom Sawyer. Other projects included "Museum as a Motivator," "Japanese Arts," "Arts in the U.S.S.R.," "Developing Self Awareness Through Mime," "Visiting Folk Artists," "Woodworking," and "Pennsylvania History." (Author/RM)

ED 199 129 SO 013 166

Parker, Franklin

Ideas Shaping American Education. Summary.

Pub Date—81

Note—19p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, \*Educational Assessment, \*Educational History, Educational Objectives, \*Educational Philosophy, \*Educational Quality, \*Educational Trends, Elementary Secondary Education, Higher Education, Public Education

Identifiers—United States

This paper traces objectives and implications of philosophies which have shaped American education from colonial days to the 1980s. Two recurring themes are stressed—educational opportunity and quality. From the perspective of 200 years of educational experience, it can be seen that schooling has been available to the vast majority of American youth. Exceptions (i.e., southern blacks before the Civil War and children who labored in the factories of the industrializing north during the 19th century) can be more properly considered as a result of historical developments than as intended victims of educational deprivation per se. Efforts to increase the availability of public schooling have been widespread and frequent—much more widespread than efforts to improve educational quality. For example, in the 17th century, two school laws were passed in colonial Massachusetts to expand public schooling, in the 19th century, the land grant college movement extended higher education for the first time beyond New England; in the 1930s, major efforts were undertaken despite post-depression financial difficulties to implement experimental progressive education; and, during the 1960s, movements for social equality encouraged numerous educational innovations, such as Head Start and bilingual programs. Efforts to improve educational quality, on the other hand, have been fewer and more sporadic. Even the most notable recent attempt to bolster educational quality (the period of massive federal financing of educational improvements in response to the launching of Sputnik by the Russians), was overshadowed by the more egalitarian focuses on President Johnson's Great Society programs. The conclusion is that American education has been quite successful in meeting its objective of educating the masses and somewhat less successful in meeting the objective of providing education of a consistently high quality. (DB)

ED 199 130 SO 013 167

Berman, Sarah And Others

Annotated Bibliography of Materials for Developing Cultural Understanding and Global Awareness in the Elementary School.

Arizona State Univ., Tempe. Dept. of Elementary Education.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jul 80

Note—58p. Some pages may not reproduce clearly in microfiche.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Childrens Literature, \*Cultural Awareness, Elementary Education, \*Global Approach, Instructional Materials, Periodicals, Reference Materials, Resource Materials, Textbooks

Identifiers—Arizona

To acquaint elementary school educators with instructional and resource materials available on cultural and global awareness, a guide has been prepared which: (1) discusses criteria for selecting materials for use in K-8 cultural awareness programs; and (2) includes an annotated bibliography of materials located in the Project Resource Center housed in the College of Education at Arizona State University in Tempe. Objectives are, specifically, to serve the needs of Arizona educators from model schools involved in a Project in Citizen Education for Cultural Understanding and, more generally, to help educators throughout the nation narrow their search for particular kinds of global/cultural awareness materials. Materials are presented in 11 categories—general theory, background information for teachers, curriculum guide and classroom activities, reports on programs, Your Community in the World/World in Your Community projects, textbooks, children's books, periodicals, audio-visual materials, bibliographies and lists of resources, and supplemental information. For each entry, information is presented on author, title, publisher, publication date, grade level (when appropriate), and an annotation. (DB)

ED 199 131 SO 013 168

Mayer, Steven E. Buckman-Ellis, Charles

Evaluation of the Tillman Seminar on White Racism.

Rainbow Research, Inc., Minneapolis, Minn.

Spons Agency—Walker Foundation (Archie D. and Bertha H.) Minneapolis, Minn.

Pub Date—Sep 80

Note—63p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Activism, Adult Education, \*Blacks, Black Stereotypes, Evaluation, Interviews, Postsecondary Education, \*Racial Bias, Racial Differences, \*Racial Discrimination, Seminars, \*Whites

This assessment of the Tillman Seminar on White racism is based on interviews with 56 people who participated in the seminar between 1969 and 1979. The Tillman seminars are presented throughout the United States for the purpose of calling to the attention of participants that white racism is endemic in American culture and that it must be combated, especially at the institutional level. Specific objectives of this study were to illustrate the nature and variety of seminar effects on participants and on social institutions in communities to which participants returned after attending the seminar. The method was to survey participants regarding their impressions of the seminar and their perceptions of changes in their behavior and/or attitudes as a result of seminar participation. Interview questions were open-ended. Findings indicated that, for all respondents, the seminar was a memorable experience and an introduction to the radical thesis of institutionalized racism in the United States. Most respondents reported that they felt more comfortable around minorities and felt that their commitment to equality became more energized as a result of seminar participation. Further, findings indicated that institutions including schools, churches, and social service organizations were altered by activities of seminar participants in various ways, including that there were noted increases in minority vendor purchases and in the number of white and minority studies programs in schools. The conclusion is that the Tillman seminar accomplished its major purposes. (DB)

ED 199 132 SO 013 172

Grunberg, Stephanie

Art Involvement Program. A Final Report, September 15, 1978-July 1, 1980.

Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—1 Jul 80

Grant—92-2011-040

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art Appreciation, \*Art Education, Art Expression, Art History, Artists, \*Arts Centers, Financial Support, Intermediate Grades, Junior High Schools, Program Descriptions, Program Evaluation, \*School Community Programs, Secondary Education

An Art Involvement Program is described which helped students in middle schools, junior high and high schools develop their sense of aesthetic appreciation through visits to an art gallery. Publicized

through press releases, the program involved various schools in New Jersey that decided to participate. Students from a wide variety of backgrounds came to Rutgers University Art Gallery for one hour and thirty minutes instruction per week for five consecutive weeks. Topics covered in the sessions included color lithography 1890-1900, contemporary art, bookmaking, printmaking techniques, art collecting, photography, American Indian art, Japanese painting and calligraphy, aquatint etching, the appreciation of prints, American sculpture 1913-1939, posters by Paul Colin, art deco, 18th century French drawing, the prints of William Hogarth, portraiture in painting, and Dadaism. Students were involved in many different kinds of activities. They listened as local artists discussed their works. Hands on activities included creating coil built clay pots, utilizing Pueblo Indian designs, experimenting with ink and Japanese brush, making paper, utilizing conte-crayon to sketch likenesses of 18th century French master drawings, producing photographs, and doing basic printmaking. Filmstrips, 16mm films, and slides were utilized throughout the course. One of the activities which was quite successful was breaking students into groups of three or four and giving them a mystery object from the collection to identify and research. Students were also encouraged to read art periodicals. Following the museum visits, students were required to participate in school classroom activities. For example, one student gave a presentation in the classroom about Japanese art. Others were asked to compose essays describing their reaction to art they had seen at the gallery. Evaluation of the project yielded positive results. The report concludes with a discussion of funding for the program. (Author/RM)

ED 199 133 SO 013 179

Barzun, Jacques Saunders, Robert J.

Art in Basic Education. Two Papers.

Council for Basic Education, Washington, D.C.

Report No.—25

Pub Date—Mar 79

Note—39p.

Available from—Council for Basic Education, 725 15th Street, N.W., Washington, DC (\$2.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Art Education, \*Basic Skills, \*Educational Needs, \*Educational Objectives, Elementary Secondary Education, \*Fine Arts, \*Student Needs, Teaching Methods

Two essays present a rationale for teaching and learning in the arts and consider the place of the arts in basic education. The first essay, "Art and Educational Inflation," by Jacques Barzun was the keynote address at the National Art Education Association Conference in 1978. Barzun attacks what he calls the inflationary language presently used in determining objectives in art education. He states that the goal to enable students to confront and criticize works of art is a power that few geniuses can possess. He concludes that a more realistic objective may be simply stated. It is that art is a part of our culture; it corresponds to a deep instinct in man; we therefore teach its rudiments. The second essay by Robert J. Saunders (Art Consultant, Connecticut State Department of Education) argues that the arts have a valid place in basic education. Saunders describes various rationales of art educators for including the arts in basic education: the arts are basic, are important parts of basic education, and other subjects may be taught through the arts. He also discusses the variety of approaches that art teachers may use and suggests that teachers must make provisions in their lessons for students' sensitivity to problems, flexibility, originality, ability to define and rearrange, analysis, synthesis, and coherence of organization. The author stresses that, just as in any other subject, there are sequential skills to be learned in art. (Author/KC)

ED 199 134 SO 013 180

Dynneson, Thomas L.

Pre-collegiate Anthropology: Progress or Peril?

Texas Univ. of the Permian Basin, Odessa.

Pub Date—Mar 81

Note—14p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Anthropology, Educational Assessment, \*Educational Trends, Elementary Secondary Education, \*Social Studies, State of the Art Reviews, Teacher Education

Pre-collegiate anthropology is traced from the 1940's, when it was nothing more than an incidental



footnote in most social studies textbooks, to 1978, when, according to a survey of state social studies specialists, it was part of the social studies curriculum in most states. Reasons for the development of pre-collegiate anthropology during the time period in question are (1) more teachers received training in anthropology as universities added or expanded anthropology departments, (2) more instructional materials were developed (although there is still a serious dearth of pre-collegiate anthropology materials), (3) professional anthropology associations became more supportive of pre-collegiate educational efforts, (4) the American public became increasingly interested in the work of prominent anthropologists as a result of mass media coverage, and (5) increased federal and private financial support became available for developing new curricula. The conclusion is that pre-collegiate anthropology was being taught in some form and at some grade level in about half the states by 1978. Implications for the future of pre-collegiate anthropology are, however, unclear. For example, if one of the most serious problems—the lack of instructional materials—is not solved, pre-collegiate anthropology may revert to its former status as an unrecognized or hidden component of the social studies curriculum. (Author/DB)

ED 199 135

SO 013 181

Bush, Walker, Ed. Stockemer, Anne

**Education for a Global Society: Report of Seminar**  
(Pasadena, California, January 20, 1979).

Spons Agency—California Council for the United Nations Univ., Los Angeles; World Univ. in Ojai, Calif.

Pub Date—Sep 79

Note—51p.

Available from—California Council for the United Nations University, Mankind Center, 350 S. Figueroa, Suite 370, Los Angeles, CA 90071 (\$3.50).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cultural Awareness, \*Educational Needs, Educational Planning, \*Educational Strategies, Elementary Secondary Education, \*Global Approach, Higher Education, Intercultural Programs, Study Abroad, World Affairs

A seminar is described which explored ways in which education could contribute to building the kind of global society that 1979's children might be able and willing to inherit. The year 1979 which was proclaimed "International Year of the Child" by the United Nations opened in Pasadena, California, with a week long International Cooperation Festival for world community. The seminar which was held on the first day of the festival brought together educators, students, community leaders, and the general public. The report contains discussions of the panelists and their dialogue with the audience. Examples of strategies discussed follow. One college teacher describes a unit on "Revolutions" in which students examine changes in such diverse fields as music, fashion, liberation movements, or ideas in religion. The purpose of the unit is to prepare students for the inevitable changes in their lives. A former secondary school teacher stresses the need for a new mind set among both teachers and students which "can provide the basis for a broader global-oriented approach to education at all levels." A professor discussed the work of the United Nations University which began operation in 1975 as a worldwide network of research and advanced training in the areas of world hunger, use and management of natural resources, and human and social development. One panelist felt that in order to bring about awareness and make it last, we need to make global education experiential. She uses the year she spent with the World Campus Afloat Program as an example. Other topics discussed include the activities of the Academy of World Studies and of the Education Abroad Program, the need for world universities with global education programs, and whether or not formal education is prepared to deal with the problem of global communication. The report concludes with a listing of organizations which are sources of resource materials on global education. (Author/RM)

ED 199 136

SO 013 182

Siarr, Judy Casaus, Karen

**Do You Have To...To? A Global Perspectives**  
**Experimental Unit.**

Albuquerque Teachers' Learning Center, N.Mex.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date—Jun 80

Note—38p.

Available from—Albuquerque Teachers' Learning Center, 712 Girard N.E., Albuquerque, NM 87112 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Cultural Awareness, Economics Education, Elementary Education, Family Life, \*Global Approach, Religion, Sex Discrimination, \*Social Studies, Units of Study, Values Education

This unit of study on global perspectives contains activities to help elementary students respect and understand the traditions, cultures, and values of other people and themselves. Unit objectives include the following: (1) to teach children that there exist commonalities of meeting basic human needs; (2) to assist the child in looking closer at his life style and understand why he has the life style he does; (3) to help the child believe it is okay to be different; and (4) to encourage group discussion wherein all opinions are considered. The material can be used as a total unit of study or the activities can be integrated into the curriculum throughout the year. Some examples of the activities follow. In one activity, which focuses on the cultural universal of material, the children are asked to debate the question "Do you have to receive presents to celebrate your birthday?" The children must use the library to find out how other cultures celebrate birthdays and present their findings to the class through a puppet show or a role-playing activity. Another cultural universal studied is the arts, play, and recreation. First a poll is taken on the question "Do you have to be a boy to be successful in sports?" The children must make a chart listing all the sports they know. They are asked to check the box (boy, girl, or both) to indicate who the individual child feels would be successful in the particular sport. They then ask the P.E. instructor for his/her opinion about the same sports and compare the results with the class results. Each child then has to research two people in sports, one female and one male, and report to the class by oral, written, or taped report. Other topics explored are: "Do you have to shake hands to say hi?" (language and non-verbal communication); "Do you have to have both parents to be a family?" (social organization); "Do you have to do everything your friends do to keep them as friends?" (social control); "Do you have to agree with your parents to be an acceptable family member?" (conflict and warfare); "Do you have to have money to get what you want?" (economic organization); "Do you have to go to school to learn?" (education); and "Do you have to be buried to have a funeral?" (world views). (Author/RM)

ED 199 137

SO 013 183

Cleveland, Alice Ann Lewis, Nancy G.

**Twenty Activities to Expand Your Students'**  
**Knowledge of the World While Studying Your**  
**State. A Global Perspectives Experimental Unit.**

Albuquerque Teachers' Learning Center, N.Mex.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date—Jun 80

Note—36p.

Available from—Albuquerque Teachers' Learning Center, 712 Girard N.E., Albuquerque, NM 87106 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Food, Geography, \*Global Approach, Library Skills, Local History, Map Skills, Secondary Education, \*State History, Units of Study

Identifiers—\*New Mexico

This unit contains 20 classroom activities which have a global approach and will enable junior or high school students to learn about their state and the world. Student materials and teaching procedures are provided for each activity. Some examples of the activities follow. In one activity students compare the size of New Mexico with another area of the world they are studying. In another activity students are given a list of geographical features (e.g. canyon/valley), a map of their state, and a world atlas and asked to locate as many of the geograph-

ical features as possible first in their state and then in the world. The activity "Foods: Which Are American?" involves students in checking the "American Heritage" dictionary to find the area from which various foods came and to study the etymology of the words. In an activity on "Restaurants and Their Specialties" students find the restaurant section of the yellow pages and list the restaurants under the following headings: foods of local or regional areas, foods of foreign areas, and general foods served. In two of the activities, students use maps—a U.S. map and a state map—to find the answers to specific questions such as "Which states share a border with eight other states?" or "How many county seats in New Mexico have a population of over 5000?" In another activity students use statistics from the almanac to compare their state with another country of similar geography. They compare literacy rate, population density, percentage of various ethnic groups, chief crops, and life expectancy at birth. Other activities involve students in drawing conclusions from a silent viewing of a filmstrip and re-evaluating following the addition of the narrated information, exploring various aspects of an area of a people through a discussion of pictures, and locating areas where events are happening and categorizing them. Although written for use with students in New Mexico, the materials can very easily be used in other states. (Author/RM)

ED 199 138

SO 013 185

Garvey, Helen

**International Human Rights and U.S. Policy—A**  
**Unit for High School and Junior College Classes.**

Pub Date—79

Note—61p.

Available from—World Education Center, 1730 Grove Street, Berkeley, CA 94709 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Civil Liberties, \*Foreign Policy, \*Global Approach, Higher Education, International Relations, Political Influences, Secondary Education, \*Social Studies, Two Year Colleges, Units of Study

Identifiers—United States

This document defines human rights, examines U.S. international human rights policy, analyzes various critiques of U.S. policy, and evaluates different judgments regarding an ideal U.S. policy. Presented in the form of a unit of study, the document is intended for use by high school and junior college classroom teachers as they develop and implement educational programs on human rights. The document is presented in seven parts. Part one examines various definitions of rights and relates the definitions to their legal and moral sources. Types of rights examined include civil, political, social, and economic. Suggested activities include making lists of rights, comparing lists among students, and summarizing readings. Part two analyzes the Bill of Rights and the Declaration of Human Rights. Part three relates rights to duties and directs students to differentiate between rights and duties in "Pacem in Terris," written by Pope John XXIII in 1963. Part four focuses on U.S. State Department documents on human rights. Students are directed to answer questions about the documents and evaluate the statements against various criticisms. In parts five and six, students are asked to formulate an ideal human rights policy and to compare it with present policies. Activities include role playing and examining four points of view on policy objectives. The final part suggests methods for evaluating student learning, including an essay test and student recommendations to the Secretary of State regarding human rights. The document concludes with appendices which list human rights and their sources and present the text of major human rights doctrines. (DB)

ED 199 139

SO 013 188

Marker, Gerald W.

**Energy Education from the Perspective of a Social**  
**Studies Educator.**

Pub Date—Nov 80

Note—22p.; Paper presented at Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies (New Orleans, LA, November 1980). Not available from EDRS in paper copy due to fading ink throughout original document.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Conservation Education, Depleted Resources, \*Educational Needs, Educational Planning, Elementary Secondary Education, Energy Conservation, Fuel Consumption, Futures (of Society), Science Curriculum, \*Social Studies Identifiers—Energy Crisis, \*Energy Education

A social studies educator examines energy education and its place in the curriculum, discussing what should be taught, where, and by whom. Six recommendations are made. First, students must be made aware that sometime between now and the year 2000, world demand for oil and natural gas will actually exceed world supply. Life in the 21st Century will run on something other than oil. Preparations must begin now to make the shift in an orderly manner. Second, we must help students understand that we are dealing with a global problem of massive proportions. A part of the global nature of the present energy situation has to do with the distribution of production and consumption patterns. The United States is the world's leading oil consumer, the Soviet Union is the largest producer, and the Middle East is the holder of the largest reserves. The developed nations of the world literally run on oil, the majority of which they import from less developed nations. Such global imbalance in production and consumption patterns result in a web of interdependencies never before experienced by the planet's inhabitants. Third, energy education should focus upon the broader aspects of our energy situation as well as upon what individuals can do. The fourth recommendation is that energy education should give systematic attention to fundamental choices which confront us. Fifth, energy education should occur throughout the curriculum, but the focus should vary with the grade level. Science educators should concentrate upon the scientific aspects of energy education and social studies teachers should focus upon the social implications of the present situation. In grades 1-6, energy education should be structured around three themes: the nature of energy and its role in our daily lives; lifestyle implications of the new energy ethic; and how conservation does not necessarily mean doing with less, just doing differently. The sixth and final recommendation is that whenever possible, school systems should locate and adapt existing energy education materials rather than invent their own. (Author/RM)

**ED 199 140** SO 013 189

Eckenrod, James S.

**Energy in the Social Studies Curriculum: Accommodation or Assimilation?**

Pub Date—Nov 80

Note—17p.; Prepared for a Symposium of the College and University Faculty Assembly of the National Council for the Social Studies (New Orleans, LA, November 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors—**\*Conservation Education, \*Curriculum Development, Educational Needs, Elementary Secondary Education, \*Energy Conservation, \*Interdisciplinary Approach, \*Science Instruction, \*Social Studies Identifiers—\*Energy Education

The paper suggests various ways that energy education can be integrated into the curriculum and advocates an interdisciplinary approach to energy studies. Five approaches to energy education are discussed. One, the separate course approach, seems unlikely to come about given the static nature of the curriculum. Two, ignoring the topic, may occur in some systems, but energy education will eventually find its way into the curriculum. Three, the use of energy education units developed for social studies or science courses is already occurring and an abundance of materials exists. The major shortcoming is that this approach fails to capitalize on the academic strengths of teachers in other departments. The fourth approach is most likely to occur: assimilation of energy education into social studies textbooks and thus into the curriculum. Major drawbacks are the treatment of the topic in a mass-market basal textbook and the biased nature of free educational materials. The fifth approach, interdisciplinary studies, has the potential for increasing the effectiveness of teaching. Social studies teachers can provide effective instruction on the examination of the social dimensions of energy issues; science teachers can provide students with opportunities to develop understanding of scientific and technical

phenomena of energy. (Author/KC)

**ED 199 141** SO 013 194

Allen, Rodney F.

**The Energy Problem and Social Education: Some Opportunities, Quandaries, and Goals.**

Pub Date—Nov 80

Note—16p.; Paper presented at the College and University Faculty Assembly at the Annual Meeting of the National Council for the Social Studies (New Orleans, LA, November, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**Adult Education, \*Educational Needs, Elementary Secondary Education, Energy, Knowledge Level, Opportunities, \*Social Studies, Surveys, Young Adults Identifiers—\*Energy Education

This paper examines the need for energy education, discusses classroom opportunities and quandaries for teaching about energy, and provides some suggestions for social studies educators. Two recent studies show that there is a real need for energy education. First, the Education Commission of the United States surveyed the energy knowledge and attitudes of young adults, ages 26 to 35. Among the facts revealed were that 50% of Americans surveyed do not know that coal is the largest fossil fuel in the United States; 86% do not know that coal is the primary fuel for the bulk of America's electrical energy. Second, the University of Florida surveyed a random selection of adults in Florida regarding energy issues. Sixty-nine percent saw the oil companies as major contributors to the energy problem, only 24% saw scarcity of oil, and only 13% saw the scarcity of natural gas as major contributors. These studies have brought pressure for energy education for children and adults. The paper then goes on to discuss classroom opportunities and quandaries with regard to energy education. For example, one opportunity is that all surveys and national energy plans show that conservation is the only realistic short term way to manage our energy problems. In this context, energy education in schools and communities might make a significant difference. One quandary posed is "How is the teacher to instruct about energy, leading to education and not to indoctrination?" The fear is that the quest for energy conservation will lead to teaching closed answers and habits as good and true. For social studies, the goal of energy education is moral sensitivity and action. Programming by social studies educators, K through adult, on energy issues should prepare us to face those issues and to assert truly human values in our mass, technological society. (Author/RM)

**ED 199 142** SO 013 198

Forrester, Thomas And Others

**Implementation of a Faculty Team-Based Model for Art History Course Development. Final Project Report.**

Rochester Inst. of Tech., N.Y.

Pub Date—Sep 80

Note—176p.; Not available from EDRS in paper copy due to poor legibility of much of the original document. Various pages in the Appendices may not reproduce clearly in microfiche.

Available from—Rochester Institute of Technology, Office of Instructional Development, One Lomb Memorial Drive, Rochester, NY 14623 (\$5.00).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Art Education, \*Art History, Course Descriptions, Course Evaluation, \*Curriculum Development, Evaluation Methods, Higher Education, \*Teacher Developed Materials, Teaching Methods

The final report of a college art faculty-based project to meet the needs of large numbers of students is presented. Objectives of the project were to develop a variety of courses using various teaching methods and without increasing faculty, to enable faculty to handle effectively large numbers of students, and to increase faculty members' course development skills. The document is presented in seven sections. The first two sections discuss the background and planning phase of the project. Prior to the project, course selection in art history was narrow, large classes were taught by lecture, and examinations were objective and machine graded. The planning phase involved weekly meetings of team members to present plans for new course content. Sections three and four focus on the implementation process

which included writing syllabi, selecting films, outlining daily lessons, producing television programs and slides, and devising evaluation forms. Section five discusses methods used to evaluate the project and concludes that the original objectives of the program are being met. The final two sections briefly present plans for course maintenance and a chart summary of objectives and their current status. The appendix, which comprises the major portion of the document, contains student advising materials; syllabi for Contemporary Art, Man and His Symbols, History of Women Artists, History of Crafts, Philosophy in Art, 20th Century Art, Asian Art, History of Art Criticism, and History of Design; evaluation sheets; and quizzes. (KC)

**ED 199 143** SO 013 199

Kolack, Shirley MacDougall, John

**Teaching with Engineers and Scientists: What Role for Sociology?**

Pub Date—Aug 80

Note—40p.; Paper presented at Annual Meeting of the American Sociological Association (New York, NY, August, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Case Studies, Course Descriptions, Discussion (Teaching Technique), Energy, Engineers, Higher Education, \*Interdisciplinary Approach, \*Sciences, \*Sociology, \*Technology, \*Values

This paper explores whether or not sociology may be integrated into courses on technology and values at the college level. Sociologists are interested in collaborating with scientists and engineers because many of the most urgent social issues of the late 20th century seem to lie at the interface of social values and technological change. The authors first describe the technology and human values courses they are teaching at the University of Lowell in Massachusetts. The courses are taught by an interdisciplinary team consisting of sociologists, historians, a scientist, and an engineer. A three-week summer workshop was held for the teaching team. Students meet three times a week, twice in large lecture sessions and once in small discussion groups. All the instructors lecture at intervals throughout the course and attend each others' lectures. To illustrate the case study approach used in the course, the authors describe and examine two specific case studies covered: "Einstein, Relativity and the Sociological Imagination" and "Energy Choices and the Analysis of Social Values." The authors state that student evaluations indicate a significant increase in the sociological consciousness of many students. In the concluding section of the paper, the authors offer some suggestions for improving the course content and the pedagogical style that (1) the faculty spend less time in formal workshops and more time in informal discussion with one another; (2) lectures should contain less detail; (3) the scientists and engineers should reduce the amount of technical exposition and increase the time spent on analyzing social contexts and value choices; (4) the sociologists need to do a better job spelling out how the application of sociological concepts and data sheds valuable light on the content and source of values and on how to make intelligent policy choices; and (5) the small group discussions need to be improved. (Author/RM)

**ED 199 144** SO 013 200

Stelzer, Leigh Banthin, Joanna

**Teachers Have Rights, Too. What Educators Should Know About School Law.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Department of Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-86552-075-5; ISBN-0-89994-249-0

Pub Date—80

Contract—400-78-0006; 400-78-0007

Note—176p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (\$7.95).  
Pub Type—Opinion Papers (120) — Books (010) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Academic Freedom, Discipline, \*Educational Legislation, Elementary Secondary Education, Freedom of Speech, Life Style, Malpractice, Reduction in Force, \*School Law, Teacher Dismissal, Tenure  
Identifiers—\*Teacher Rights

This book addresses the law-related concerns of school teachers. Much of the data on which the book is based was collected during a four year study, conducted by the American Bar Association with the support of the Ford Foundation. Court cases are cited. Chapter one examines "Tenure." Since tenure gives teachers the right to their jobs, tenured teachers cannot be dismissed without due process of law or without cause. They are entitled to notice of charges and a fair hearing, with the opportunity to present a defense. The burden is on school authorities to show that there are good and lawful reasons for dismissal. "Reduction In Force (RIF)" is the topic of chapter two. Many school districts are facing declining enrollments and rising costs for diminished services. RIF begins with a decision that a school district has too many teachers. Laws vary from state to state. Discussed are: What requirements must be met for RIF to be declared? Who can be RIFed? What procedures must be followed? Do RIFed personnel have reinstatement rights? Chapter three deals with "Negligence." Negligence is the failure to anticipate unreasonable risk and guard against the consequences. In general, teachers are unlikely to be held responsible for students' injuries. Normal considerations of negligence and liability protect the responsible teacher. Chapters four through eight treat the topics of "Malpractice and Defamation," "Discipline," "Academic Freedom," "Freedom of Speech and Association," and "Life-Style Choices." Two areas not examined are unionization and some of the emerging issues in the legislative arena such as teacher accountability and teacher competency. The book concludes with a list of related resources in the ERIC system. (Author/RM)

**ED 199 145**

SO 013 201

Harrison, Benjamin T.

Sixties Protest Music: The Key to Understanding the Counter Culture.

Pub Date—Jun 80

Note—16p.; Paper presented at Popular Culture Association Conference (Winston Salem, NC, October, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Music, \*Political Issues, \*Popular Culture, \*Social Action, Values

During the 1960s, protest music was expressed primarily through the folk tradition; it was the most important medium of the counter culture. The folk music tradition of the 1960s found its roots in the music of Woody Guthrie and Pete Seeger. In their music, commercial success and professional standards were militantly opposed. Folk music raised the consciousness of people, forcing them to examine their basic values and to think about social and political problems. Bob Dylan's music epitomized the generation gap. His songs expressed that blacks had waited long enough for freedom and dignity, that the counter culture was a force to be reckoned with, and that a peaceful yet dramatic revolution was going to occur. Joan Baez also had an enormous influence on sixties activists, as did Tom Paxton and Phil Ochs. Groups such as Crosby Stills, Nash and Young, and Simon and Garfunkel had a less threatening way of protesting. A number of San Francisco groups lived the counter culture as well as sang about it. By the end of the decade, however, protest music had declined along with student activism. Rock music, such as that performed by the Beatles and the Rolling Stones continued to register protest, but it was a protest "of form rather than substance." (Author/KC)

**ED 199 146**

SO 013 202

You and the Ocean.

Ocean Education Project, Washington, D.C.

Pub Date—78

Note—27p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Ecology, Elementary Education, Food, Global Approach, Interdisciplinary Approach, \*Oceanography, Pollution, \*Science Instruction, \*Social Studies, Units of Study

This multidisciplinary unit of study introduces the law of the sea to students in grades one through six. The unit, which takes three weeks to complete can be taught in science and social studies courses. Concepts taught include the following: there are many things in the sea that are of value to humankind; people need products from the sea; people need to share together the ocean's wealth; and man is part of the marine ecosystem. The unit involves the students in many activities. In one activity children work in small groups and cut pictures about the sea out of magazines. They create posters by pasting these pictures under headings: "Good Things About the Oceans," and "Bad Things About the Oceans." A classroom discussion follows. The students learn that oil comes from the ocean floor and that many things we use are made from fish or plant products. They also learn about pollution. In another activity, students examine maps of Africa which show landlocked countries. They are then asked to assign ocean areas equally to all of the African countries. They draw or color the maps to show how they solved the problem. In one part of the unit the teacher guides the class in experiments to see if vegetable seeds will grow in salt water. Children choose from several kinds of seeds and attempt to grow one in a cup of soil watered by fresh water and one in a cup watered by salt water. In other activities students take a field trip to a fish market, draw murals showing undersea life, read stories and poems about the sea, build models to show how oil is taken from the sea, produce a puppet show about the manganese nodule, and view films. (Author/RM)

**ED 199 147**

SO 013 203

Newland, Kathleen

Refugees: The New International Politics of Displacement. Worldwatch Paper 43.

Worldwatch Inst., Washington, D.C.

Pub Date—Mar 81

Note—35p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 (\$2.00, quantity discounts available).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Futures (of Society), \*Global Approach, \*International Law, \*International Relations, \*Refugees

Separate sections of this document deal with refugee concerns in terms of a global approach, definitions of a refugee, alternatives for refugees, the international response, and long-term prospects. The booklet states that the present number of 16 million refugees is bound to increase given increasing rivalry over land and resources. The global community must improve its ability to anticipate conflicts that have a high potential for generating refugees. In the international community, however, the definition of the term refugee is constantly evolving. It now extends beyond the persecuted individual to whole groups of people fleeing from dangerous circumstances. According to the United Nations High Commissioner, the task of the international community is to see that those who become refugees cease to be refugees within a reasonable amount of time. The three routes to this end are voluntary repatriation, settlement in the country of first asylum, or resettlement in a third country. International support takes the form of United Nations support, bilateral aid, and private, voluntary organizations. In the long term, a new consensus among nations must be made explicitly: that a government has an obligation to protect the interests of all its citizens. If not, it sacrifices its claim to sovereignty over them. Legally establishing a fundamental right of asylum and ensuring that neutral relief operations have guaranteed access to refugees are high priorities for the United Nations. (Author/KC)

**ED 199 148**

SO 013 204

Kenny, Michael, Ed. Bernard, H. Russell, Ed.

Ethnological Field Training in the Mezquital Valley, Mexico. Papers from the Ixmiquilpan Field Schools in Cultural Anthropology and Linguistics.

Catholic Univ. of America, Washington, D.C.

Spons. Agency—National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date—73

Note—183p.; Some pages may not reproduce clearly due to light print type throughout original document.

**Pub Type—Opinion Papers (120)**

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*American Indians, \*Anthropology, Area Studies, Environmental Influences, \*Ethnology, \*Field Studies, \*Linguistics, Research Methodology, \*Rural Areas, Rural Development Identifiers—Mexico, Otomi

Thirteen papers by graduate students who participated in a 1971 summer field program in Hidalgo, Mexico, are presented. Twelve of the papers are presented in the English language and one is presented in Spanish. Research for seven of the papers was undertaken in established Otomi Indian villages or hamlets. Research for the remaining six papers was undertaken in small towns inhabited by mestizos, Otomi Indians, and, in some cases, a foreign minority. A wide variety of research techniques was used, including sophisticated urban anthropological methods, ethnohistoric techniques, linguistic and psycholinguistic techniques, observation, and interviews. Titles are "Use of Photographs with Q Methodology in the Mezquital Valley"; "Domesticated Animals and Village Nucleation"; "Culture Change and Intergroup Relations in a Small Mexican Town"; "Marketing by Female Vendors in Mexico"; "Self-Help and Directed Culture Change in an Otomi Village"; "Cultural Aspects of Diet in El Espiritu, Hidalgo"; "A Componential Analysis of the Otomi Animal Domain"; "The Political Organization of the Judicial District and the Municipal Government of Ixmiquilpan, Hidalgo"; "Education: Aspiration and Opportunity in a Mexican Town"; "A Case Study of a Catholic Youth Organization in a Provincial Mexican Town"; "The Making of an Anthropologist: Phase 1.5"; "Environment, Production, and Subsistence: Economic Patterns in a Rural Otomi Community"; and "The Pattern of Settlement in an Otomi Village: Structural Relations Among Outlying Neighborhoods." (DB)

**ED 199 149**

SO 013 205

Scrofani, E. Robert And Others

Global 2000: The Presidential Task Force on Resources and the Environment—A Series of Responses.

Pub Date—80

Note—13p.; For a related document, see ED 188 935.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Environment, \*Futures (of Society), Land Settlement, \*Land Use, \*Natural Resources, Population Growth, Population Trends, Public Policy, World Problems

A series of responses to "The Global 2000 Report to the President" is presented. The Global 2000 Report examines the issues and interdependencies of population, resources, and environment in the long term global perspective (ED 188 935). According to the above report, if present trends continue, serious stresses of overcrowding, pollution, ecological instability, and vulnerability to political disruption will characterize the world by 2000 A.D. The Global 2000 Report presents no recommendations but does indicate the need for fundamental worldwide change. A number of questions are addressed in this response publication. First, "What do you consider to be the most critical problem(s) emerging from the report?" Responses indicate that the most critical problem is the land tenure question. Changing the relationship of the people to the land is the stuff of revolution—political, economic, and ethical. The problems of land tenure are not restricted to the underdeveloped world, but exist in the United States as well. A second question addressed is "How can the resources and talents in the private sector be better mobilized to address these problems?" We should divide up the wealth of the land more equitably. Many studies have shown that improvements in social and economic conditions reduce many of the pressures on the land. In Taiwan, for example, after a carefully articulated land reform program, population growth rates fell from 3.8% to 2.2%. Another example is the California Irrigation Districts which made cattle barons pay a tax or seek settlers for their idle and wasteful land. A third question addressed in the publication is "What actions should the President take?" A number of actions were suggested. The President should call a conference to examine the benefits of land value taxation and re-examine programs of military assistance and sales. The last question addressed is "What information or analysis is needed to form the basis for government and private planning?" Responses indicate that there is a crucial need for a national land price index. (Au-



thor/RM)

**ED 199 150** SO 013 208

Moroney, Robert M.

**Families, Social Services, and Social Policy: The Issue of Shared Responsibility.**

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHHS-ADM-80-846

Pub Date—80

Contract—NIMH-278-77-0016(SM)

Note—223p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$4.75).

Pub Type—Information Analyses (070) — Books (010)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—Child Caregivers, \*Children, \*Dependents, Disabilities, \*Family Role, \*Government Role, \*Older Adults, Policy Formation, Research Needs, Social Science Research, \*Social Services, Welfare Services

The document synthesizes literature published since 1970 on the family in its social service functions of child care, socialization, care of the elderly or ill, and economic maintenance. The focus is on policy formation in terms of the family's and state's role in providing for dependent children, the view that family and state should work together to assist dependents, and the needs of persons at each end of the life cycle. The book is presented in six chapters. Chapter I discusses research on the relationship between family and state in the provision of social care to dependent members. Chapter II covers approaches to defining families and the changing nature of the family over time. Chapter III describes needs and characteristics of two at-risk groups: the elderly and the severely retarded. Chapter IV discusses issues of social welfare such as financing and problems in organizing and delivering supportive systems. Chapter V deals with the professional response to families. The final chapter notes implications for policy and research in terms of arguments for and against intervention, the need for professional reorientation, and the resource requirements of supportive systems. (Author/KC)

**ED 199 151** SO 013 209

Kasof, Allen H. And Others

**A Balance Sheet for East-West Exchanges. IREX Occasional Papers, Volume 1, Number 1.**

International Research and Exchange Board, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; International Communication Agency, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—77p.; Papers presented at the Conference on Scholarly Exchanges with the USSR and Eastern Europe: Two Decades of American Experience (Washington, DC, May 10-13, 1979). For related documents, see SO 013 210-212.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Economics, History, \*International Educational Exchange, Political Science, \*Program Evaluation, \*Research Needs, \*Research Problems, Sciences, \*Social Sciences, Sociology Identifiers—Europe (East), United States, USSR

Four papers discuss research exchanges between the United States and the USSR and East Europe. The first paper considers the evolution of perceptions of social scientists in these countries during the Cold War and Detente. The dominant view of American researchers during the Cold War was that the United States, as the most modern society, was the yardstick for measuring other societies. The United States experienced rapid growth of training and research related to the Soviet orbit. However, Soviet scholars were constrained by Marxist-Leninist doctrine and by educational and research policies. In the 1960s, American social scientists gained a greater appreciation for the complexities of modern societies and East European social scientists began innovative studies. The second paper discusses evaluations of research exchanges between the United States and the Soviet Union. The conclusion is that these exchanges are scientifically valuable to both countries. The most serious problem is Soviet political repression of its scientific community. The third paper discusses problems and accomplishments of East European studies in the United States. Although progress seems to be steady,

American social scientists have come to pursue topics that are politically safe, and thus often of secondary importance. The final paper suggests that in exchanges between the Soviet Union and the United States, both academic and government communities profit. The point that Soviet exchanges are generally in sciences and engineering and American exchanges are in history and literature illustrates that each side sends whom it wishes. Thus, the author concludes that this type of exchange is neither unbalanced nor unfair. (Author/KC)

**ED 199 152** SO 013 210

Hewett, Edward A.

**Economic Management and Mismanagement.**

IREX Occasional Papers, Volume 1, Number 2. International Research and Exchange Board, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; International Communication Agency, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—22p.; Paper presented at the Conference on Scholarly Exchanges with the USSR and Eastern Europe: Two Decades of American Experience (Washington, DC, May 10-13, 1979). For related documents, see SO 013 209 and SO 013 211-212.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Area Studies, \*Economics, \*International Educational Exchange, Policy Formation, \*Political Issues, \*Research Needs Identifiers—Europe (East), USSR

The paper discusses major lines of research of American economists on the economies of the USSR and Eastern Europe. A specific concern is that the United States faces a complex set of issues resulting from the expanding role of these countries in the world economy. At the same time, the United States is experiencing a declining base of specialists in Soviet and East European economics. Presently, much of the work on the Soviet economy concerns three themes: how the system is organized and how it operates; efficiency evaluation in terms of goals or of hypothetical performance; and how the system performs relative to other Eastern and Western countries. One of the most successful projects is SOVMOD, a computer-based series of models of the Soviet economy. Academic exchanges, however, have played a relatively minor role in research development. The benefits of travel for the American economist are small. Documents are generally classified and Soviet economists are not encouraged to work with their American counterparts. Thus, the predominant form of exchange may become short stays by individuals or delegations and conferences. East European exchanges have been more promising, particularly in Hungary, Poland, and Yugoslavia. East European economists are more informed about Western approaches, and data are better and more plentiful. The document concludes with a brief comment by a conference participant who differs with the author on the benefits of research in the Soviet Union. (Author/KC)

**ED 199 153** SO 013 211

Massell, Gregory J. Shoup, Paul S.

**Ethnicity and Nationalism. IREX Occasional Papers, Volume 1, Number 3.**

International Research and Exchange Board, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; International Communication Agency, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—42p.; Papers presented at the Conference on Scholarly Exchanges with the USSR and Eastern Europe: Two Decades of American Experience (Washington, DC, May 10-13, 1979). For related documents, see SO 013 209-210 and 013-212.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Ethnicity, \*Foreign Countries, Foreign Policy, \*Nationalism, \*Political Issues, Population Growth, Research Needs, \*Social Change

Identifiers—USSR, Yugoslavia

Two papers examine the relationship between ethnicity and nationalism in the Soviet Union and in Yugoslavia. The first paper assesses the ethnicity in Soviet Central Asia. Because in recent years an increasing number of scholars has been placed in

Soviet Central Asia, observation is now combined with commonly held hypotheses to determine regional and national dynamics in the USSR. Soviet Central Asia comprises an area one-half the United States. Major ethnic groups include Turkic (60%), Slavic (25%), and Iranian (5%). Relevant ethnic issues include the complexity of collective identity; saturation of opportunities and positions; manpower needs in other parts of the Soviet Union which have led to the proposal for population transfers; unevenness of birthrates for various ethnic groups; and interethnic relations. The second essay examines the national question in Yugoslavia. Written prior to the death of Tito, it suggests changes likely to occur after his death and considers the role of the United States in the country's affairs. Yugoslavia is characterized by rivalries among the six republics and two autonomous provinces which comprise the federation. The rivalries manifest themselves in economic and political issues. Since 1971 Yugoslav leaders have severely limited all manifestations of nationalism, while permitting the republics and provinces freedom to pursue their economic interests. The federal system grants each unit the right to veto economic and social legislation of which it does not approve. Most likely, the post-Tito period will be marked by greater assertiveness on the parts of the republics and a higher level of instability. The role of the United States is to develop policies aimed at sustaining a stable Yugoslavia and promoting the economic welfare of the country. (Author/KC)

**ED 199 154** SO 013 212

Cole, John W. Lapidus, Gail Warshofsky

**Patterns of Daily Life. IREX Occasional Papers, Volume 1, Number 4.**

International Research and Exchange Board, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; International Communication Agency, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; William and Mary Greve Foundation, Inc., New York, N.Y.

Pub Date—80

Note—49p.; Papers presented at the Conference on Scholarly Exchanges with the USSR and Eastern Europe: Two Decades of American Experience (Washington, DC, May 10-13, 1979). For related documents, see SO 013 209-211.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Cultural Exchange, Evaluation, Exchange Programs, Faculty Development, Higher Education, \*International Educational Exchange, \*International Relations, \*Research Needs Identifiers—USSR

Two papers are presented which were originally prepared for delivery at a conference to evaluate the results of 20 years of scholarly exchange between the United States, the USSR, and Eastern Europe. Participants included over 300 members of the public affairs community, including government officials, public policy makers, business leaders, journalists, and educators. Both papers deal with the daily life of Eastern European Citizens. In the first paper, "In a Pig's Eye: Daily Life and Political Economy in Southeastern Europe," by John W. Cole, emphasis is placed on the necessity of viewing Southeastern European culture in terms of its own past experience and in comparison with other agrarian areas rather than in comparison with Western Europe or the United States. Southeastern Europe is characterized as an agrarian society undergoing industrialization and urbanization. In most cases, the most intensive social and economic ties are between parents and their offspring, although there are also important links among village households. In the second paper, "Studying the Soviet Social System: The 'Soviet Citizen' Revisited," author Gail Warshofsky Lapidus focuses on the importance of and changes which have occurred since publication of the original "Soviet Citizen" (by Alex Inkeles and Raymond Bauer, Harvard University Press) in 1959. The author concludes that scholars will be able to produce new research as insightful as the "Soviet Citizen" if they are allowed to undertake social science research in outlying regions of the USSR, make an effort to conceptualize societal differences between the United States and the USSR through some other prism than the 'industrial society' model, and if they disseminate research findings in academic and governmental communities. (DB)

**ED 199 155**

SO 013 213

Nelson, Murry, Ed.

**Justice Education Teaching Strategies (JETS): K-6, K.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—39p.; For related documents, see SO 013 214-219. Some pages may not reproduce clearly from EDRS due to light print type of italics and some small print throughout original document.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Citizenship Education, Citizenship Responsibility, Conflict, Crime, Elementary Education, \*Justice, Kindergarten, Learning Activities, \*Legal Education, Safety Education, Self Concept, Teaching Guides, Units of Study

One in a series of K-6 teaching guides, this guide contains classroom activities dealing with citizenship education for use with children in kindergarten. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. Most of the units are self-contained. However, some of the activities require the use of publisher available resources. In Unit I, "Understanding Self and Others," children learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic of Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity dealing with feelings, the students examine pictures showing people whose faces show different emotions and discuss how the person feels in each picture. In an activity on responsibility, students make a bulletin board depicting classroom jobs that would be appropriate for students. To learn about conflict, students role play various situations including pushing in line, knocking down blocks, taking away a toy, and scribbling on someone else's work. In the activity on rules, students learn a song about safety rules on the school bus. They then invite a bus driver to come in to discuss major problems and concerns. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

**ED 199 156**

SO 013 214

Nelson, Murry, Ed.

**Justice Education Teaching Strategies (JETS): K-6, 1.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—59p.; For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics and some small print throughout the original document.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Citizenship Education, Citizenship Responsibility, Conflict, Crime, Elementary Education, Grade 1, \*Justice, Learning Activities, \*Legal Education, Safety Education, Self Concept, Teaching Guides, Units of Study

One in a series of K-6 guides, this teaching guide contains classroom activities dealing with citizenship education for use with children in first grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity dealing with feelings, students listen to and discuss a story about how being laughed at hurts. In another activity on feelings, each student is asked to compile a brief list of those qualities which the child feels are his best characteristics. The class then plays cha-

rades in which students act out good attributes which classmates have discussed. Viewers try to guess what classmate this characteristic belongs to. When learning about responsibility, the students are required to write on a "Home Responsibility Chart" tasks for which they are responsible in their homes. Parents are asked to check tasks as the child completes them. In the unit on conflict, students role play many situations using puppets. The rules unit involves students in many activities including pre-viewing and discussing a filmstrip, learning the song "Sing a Song of Safety" and playing the "Beanbag Traffic Light" game. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

**ED 199 157**

SO 013 215

Nelson, Murry, Ed.

**Justice Education Teaching Strategies (JETS): K-6, 2.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—55p.; For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics throughout original document.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Citizenship Education, Citizenship Responsibility, Conflict, Crime, Elementary Education, Grade 2, \*Justice, Learning Activities, \*Legal Education, Safety Education, Self Concept, Teaching Guides, Units of Study

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in second grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In the unit on conflict, the class is divided into small groups. Each group is given a conflict situation which it must role play. When learning about responsibility, the students are required to write on a "Home Responsibility Chart" tasks for which they are responsible in their homes. Parents are asked to check tasks as the child completes them. The introductory activity in the unit on rules involves students in playing the "Chalk Game." The teacher gives a piece of chalk to four students scattered throughout the room and tells them to "play the game." When students become completely frustrated, the teacher begins a discussion of why there is no game until rules have been made. Other activities involve students in viewing and discussing filmstrips, reading books and poems, listening to guest speakers, and completing dot to dot pictures. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

**ED 199 158**

SO 013 216

Nelson, Murry, Ed.

**Justice Education Teaching Strategies (JETS): K-6, 3.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—64p.; For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics and some small print throughout original document.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Citizenship Education, Citizenship Responsibility, Conflict, Crime, Elementary Education, Grade 3, \*Justice, Learning Activities, \*Legal Education, Safety Education, Self Concept, Teaching Guides, Units of Study, Values Education

One in a series of K-6 teaching guides, this guide

contains classroom activities dealing with citizenship education for use with children in grade 3. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic of Unit III, "Understanding Safety and Crime Resistance." Students are involved in many different kinds of activities. Some examples follow. In the unit on values, the teacher reads value situations to the students and has them answer questions posed in each situation. In another activity in this unit, students debate value issues. In the unit on responsibility, students produce a play called "A Neglected Responsibility." In the unit on laws, students read and discuss bicycle laws and then make a poster presenting and illustrating one of the laws. The authority unit involves students in checking the encyclopedia to find the names given to policemen in other countries and posting their names on a world map. In other activities, students complete worksheets, analyze cartoons, present a play on shoplifting, and unscramble words. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

**ED 199 159**

SO 013 217

Nelson, Murry, Ed.

**Justice Education Teaching Strategies (JETS): K-6, 4.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—58p.; For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics and some small print throughout original document.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Citizenship Education, Citizenship Responsibility, Conflict, Crime, Elementary Education, Grade 4, \*Justice, Learning Activities, \*Legal Education, Safety Education, Self Concept, Teaching Guides, Units of Study

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in grade four. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity students analyze and discuss pictures that reflect conflict situations. If students have personal problems or conflicts, they can write them out and place them unsigned in a box in the classroom marked "Problem Mailbox." At the end of the day or at the end of the week the class reads the problems and discusses solutions. In an activity on broken rules, the class is divided into three groups. Each group must develop a list of ten rules most often broken by fellow students in their school and then decide on a reasonable and suitable consequence for disobeying the rule. The groups then share their lists. Other activities involve students in putting on skits, analyzing case studies, reading and discussing short selections, doing crossword puzzles, and completing worksheets. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

## ED 199 160

Nelson, Murry, Ed.

## Justice Education Teaching Strategies (JETS): K-6, 5.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—85p.; For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics and small print throughout original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Citizenship Education, Citizenship Responsibility, Conflict, Crime, Elementary Education, Grade 5, \*Justice, Learning Activities, \*Legal Education, Safety Education, Self Concept, Teaching Guides, Units of Study

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in fifth grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity the class reads and discusses the Bill of Rights. The class is then divided into small groups. Each group is given a conflict situation and asked to figure out which rights are in conflict. Then they are to come up with a solution. One of the activities dealing with responsibility involves groups of students acting as a judge for the "Gingerbread Man Case Study." The unit on "Understanding Society" involves students in reading and comparing the "Code of the West" and the "Rules of a Mining Company." In other activities, students play a values match game, read and discuss short selections, listen to guest speakers, analyze cartoons, and produce a play. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

## ED 199 161

Nelson, Murry, Ed.

## Justice Education Teaching Strategies (JETS): K-6, 6.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Spons Agency—Pennsylvania State Commission on Crime and Delinquency, Harrisburg.

Pub Date—80

Note—90p.; For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics and some small print throughout original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Citizenship Education, Crime, Elementary Education, Grade 6, \*Justice, Laws, Learning Activities, \*Legal Education, Teaching Guides, Units of Study, Values Education

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in sixth grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are four units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Units I through IV, students study rules and laws, authority, conflict, and crime. Students are involved in many different kinds of activities. Some examples follow. In one activity on values, students draw pictures or cut out pictures from magazines of things they highly value. After identifying what each picture represents, students hang the pictures in order of preference with the most valued at the top. A class discussion follows. The unit on authority involves students in producing a witch trial. They first accuse a member of the class of a crime in an arbitrary fashion. They tell the accused that he or she is going

to be tried in a court of law for the alleged crime, only this trial is going to be a little different. A portion of the classroom, about five feet wide and ten feet long, is sectioned off and 12 or 15 empty milk cartons are randomly located in this area. They then explain to the child that their guilt or innocence will be determined by their ability or inability to traverse the prescribed area without knocking down any of the milk cartons. The task is impossible and, therefore, innocence is impossible. The class then contrasts this method of justice with our trial by jury system. Other activities involve students in producing plays, reading and discussing stories, viewing films, analyzing cartoons, playing games, and conducting mock trials. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

## ED 199 162

Holmes, Brian

International Yearbook of Education, Volume 32. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—International Bureau of Education, Paris (France).

Report No.—ISBN-92-3-101634-2

Pub Date—80

Note—242p.

Available from—UNIPUB, 345 Park Avenue South, New York, NY 10010 (\$12.25).

Pub Type—Reference Materials - Directories/-Catalogs (132) — Books (010)

Document Not Available from EDRS.

Descriptors—\*Comparative Education, Data, Developed Nations, Developing Nations, Directories, Educational Administration, Educational Finance, Educational Objectives, Educational Trends, Elementary Secondary Education, \*Foreign Countries, Higher Education, Teacher Education, Yearbooks

Profiles of national education systems of 91 countries are included in this UNESCO yearbook. The content of the yearbook originates in International Conference on Education sessions in which member states of UNESCO discuss educational organization, status, and trends within their respective countries. For each nation, information is presented on the address of the ministry of education, general educational aims, administration, finance, structure and organization (including special programs, educational alternatives, religious training, vocational education, and functions of provincial boards of education), curriculum, and teacher education. Supporting information in the form of graphs and charts is presented for some entries. The document concludes with a bibliography listing national reports of member states, replies of member states to questionnaires on major trends and special objectives, and conference documents. (DB)

## ED 199 163

Amara, Roy

## A Framework for Corporate Strategic Planning:

Philosophy, Process, and Practice. Paper P-97.

Institute for the Future, Menlo Park, Calif.

Pub Date—22 Sep 80

Note—18p.; For related documents, see SO 013 226-228. Prepared for Chemical Marketing Research Association Meeting (Bo\* Raton, FL, September 22, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, Case Studies, Critical Thinking, Decision Making, \*Futures (of Society), \*Long Range Planning, Needs Assessment, \*Organizational Effectiveness, Philosophy, Simulation

The objective of this booklet is to present an integrated picture of the philosophy, process, and practices of strategic planning in an organizational context. It is based on the premise that planning includes the design of a desired future as well as effective ways of bringing it about. Specifically, the document illustrates a planning process—the Planning-Allocating-Monitoring Cycle (PAM). The PAM cycle consists of seven steps: (1) setting goals and objectives, (2) determining principal factors which influence these goals and objectives, (3) identifying likely future changes, (4) identifying choices, (5) assessing consequences, (6) deciding the best ways to allocate resources in light of various consequences, and (7) monitoring these processes so that they work toward desired results. Within a corporate context, the PAM cycle focuses on identifying most important factors influencing specified goals

and objectives, identifying the best information about each factor, getting a clear picture of the situation as a whole, and determining the impact of alternative strategies on bottom-line performance measures. Four case studies are presented as examples of PAM uses within a corporate context. The case studies involve conducting a survey of corporate managers to determine how they view the relationship of their organizations with society, forecasting world oil prices in the 1980's, projecting scenarios of investment in the United Kingdom in the 1980's, and creating a simulation model for a new high technology project. For each case study, information is presented on pragmatic application of PAM principles, processes used which highlight PAM principles, and evaluation of survey/model/forecasting results in light of PAM principles and other available data. (BD)

## ED 199 164

Amara, Roy

## Planning for Arizona's Future. Paper P-97.

Institute for the Future, Menlo Park, Calif.

Pub Date—27 Oct 80

Note—12p.; For related documents, see SO 013 225-228. Presented at Arizona Academy's Arizona Town Hall (37th, Grand Canyon, AZ, October 27, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Futures (of Society), \*Long Range Planning, Master Plans, \*Needs Assessment, Objectives, Prediction, Social Change, \*Statewide Planning

Identifiers—\*Arizona

The problem of how best to plan for Arizona's future is approached from two different angles. First, an outline is presented of 10 key assumptions regarding the most likely scenario for the United States in the 1980's. Assumptions are that there will be an unstable international environment but no nuclear war; fiscal conservatism in all areas of government spending except defense; a 100% increase in oil prices; almost double digit inflation; a revival of capital investment; major technological advances in electronics, energy, and biotechnology; low growth in the labor force; continuation of fertility rates at or below replacement levels; continued basic value shifts; and significant increase in citizen participation in decision making. The second approach is to discuss three dimensions which are perceived to be of critical importance to Arizona's future—rapid movement toward a postindustrial society (i.e. from a predominantly goods-producing society to a services-producing one), increase in the participatory nature of society, and recognition that planning for Arizona must be tailored to specific needs and must consider possibilities, probabilities, and preferences. The conclusion is that Arizona policy planners will help shape the best future for Arizona if they take into consideration the emerging four Ps—postindustrialization, participation, planning, and people-oriented society. (DB)

## ED 199 165

Amara, Roy

## Imperatives for Tomorrow: The I's Have It: Im-

ages, Institutions, Involvement. Paper P-87.

Institute for the Future, Menlo Park, Calif.

Pub Date—20 Jul 80

Note—10p.; For related documents, see SO 013 225-228. Prepared for the Global Conference on the Future (1st, Toronto, Canada, July 20-24, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Images, \*Futures (of Society), Organizational Effectiveness, Organizational Objectives, \*Research Needs, Social Attitudes, Social Change, Social Isolation, Social Planning, Social Sciences

Realizing that the driving force within any society for thinking constructively about the future is usually an image of what that future is or should be, this paper evaluates the nature and variety of images held in modern society. The hypothesis is that the ease with which images of all kinds are generated, transmitted, and received has led to image, information, and sensory overload. One major result of this overload is that it has become increasingly difficult to achieve consensus on any issue. Examples of this lack of consensus include agitation based on economic, political, and cultural differences between and among regional areas; conflict between urban



and rural interests; struggles for power among ethnic and racial groups; and conflicts of interest between rich and poor. A major way in which futures studies can offer guidance to help sort out images in a meaningful way is to help policy makers set priorities. Among the priorities stressed by futures studies which can be helpful in this regard are learning to generate images that are better matched and more relevant to issues, becoming more selective in sharing images, learning to coalesce private images so that they can become guidelines for action, recognizing the need to create new organizations whose functions and objectives do not conflict with existing institutions, working to improve articulation among institutions' structures and functions, stressing the importance of long-term objectives, establishing adequate measures of social accountability, and accommodating individual desires for direct involvement in social decision making. (DB)

ED 199 166 SO 013 228

Amara, Roy

*The Futures Field. Paper P-95.*

Institute for the Future, Menlo Park, Calif.

Pub Date—Sep 80

Note—40p.; For related documents, see SO 013 225-228.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, \*Futures (of Society), Interdisciplinary Approach, Needs Assessment, \*Objectives, \*Research Needs, Social Change, Social Sciences, State of the Art Reviews

If futures studies is to progress beyond the formative stages, it must agree upon a set of premises, develop a common language, focus research efforts, and set useful objectives. To begin these processes, this paper examines basic premises, proposes criteria for judging relevance and progress in the field, and speculates on possible directions. The document is presented in three major parts. In the first part, an overview is presented of futures studies premises, objectives, tools, practitioners, and organizations. Basic premises include that the future is not predictable, alternative futures exist, and future outcomes can be influenced by individual choices. Principal objectives suggested by these premises include identifying possible choices about the future, examining particular paths in detail, and selecting and implementing particular paths. Part two identifies major criticisms of the futures field, including that it contains no clear framework or theories, overpromises results, contains inadequate tools and methodology, is not useful to decision makers, and is not effective in changing perceptions. Criteria for responding to these criticisms are suggested. In part three, possible future directions are suggested and one scenario is identified as being most likely—that the futures field will eventually be subsumed in some larger context. The conclusion is that, even when the futures field becomes integrated with other disciplines, it will leave distinctive marks on social planning. These marks will include demystification of social planning, a deeper understanding of social change processes, more effective integration of qualitative and quantitative components in planning, and a more balanced multidisciplinary approach to planning. (DB)

ED 199 167 SO 013 230

Austin, C. Murray

*Geography and Interdisciplinary, Future Oriented Education.*

Pub Date—Jan 80

Note—18p.; Paper presented at the "Educational Alternatives for A Changing Society" Conference (Miami Beach, FL, January 27-30, 1980).

Pub Type—Opinion Papers (120) — Speeches-/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, \*Educational Needs, Elementary Secondary Education, Environmental Influences, \*Futures (of Society), \*Geography Instruction, Higher Education, \*Interdisciplinary Approach, Land Use, Spatial Ability

This paper identifies issues which can best be understood within a geographic dimension and suggests how educators at all levels can help students understand the increasing interdependence in economic, political, social, and technological systems by emphasizing geography's integrative dimensions. Geography's potential as an integrating force in education is said to be due to its tendency to examine simultaneously a variety of forces and events in the overall spatial context. The premise is that

policy makers and the general public have misunderstood many issues because they have failed to apply a geographic perspective. Examples of issues on which a geographic perspective is particularly important include storage of toxic chemicals and wastes, development of an efficient energy system, decay of central cities, the misuse of land for short term profit, and water crises of western and southern states. Specific tools, methods, and values which geography can bring to these issues and to the educational process in general include maps, field measurement, qualitative methods, remote sensing and interpretation, simulation and analog models, computer graphics, interactive explorations, belief that all events and occurrences interact with other things in space, and commitment to the concept of global interdependence. Specific ways in which geography can be incorporated into the curriculum are (1) helping students organize events in their spatial context (elementary grades); (2) encouraging students to use geographic methodology (intermediate grades); and (3) helping students explore specific issues and problems by using materials and methodologies from a variety of disciplines (advanced levels). The conclusion is that educators will enhance students' capabilities for understanding complexity and interdependence if they integrate geographic concepts into the curriculum. (DB)

ED 199 168 SO 013 231

Schlereth, Thomas J.

*Artifacts and the American Past.*

American Association for State and Local History, Nashville, Tenn.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Report No.—ISBN-0-910050-47-3

Pub Date—80

Note—294p.

Available from—American Association for State and Local History, 1400 Eighth Avenue, South, Nashville, TN 37203 (\$13.95, AASLH members, \$10.50).

Pub Type—Opinion Papers (120) — Books (010) Document Not Available from EDRS.

Descriptors—Adult Education, \*American Studies, Essays, Higher Education, Historiography, North American Culture, Postsecondary Education, \*Primary Sources, \*Research Tools, Resource Materials, Secondary Education, Social History, \*United States History

Ten essays are presented which suggest rationale and methods for involving students of American history in first hand research using primary source material. The book is intended for classroom and extra curricular use by teachers and students of American studies on the high school, college, and adult education levels. It can also be of use to people in museums, historical village communities, and historical societies as they seek to develop and implement educational programs. The essays represent a sampler of teaching and research techniques which have been developed and tested over a period of five years in American studies courses on the college level. The essays discuss ways to examine and interpret history using a wide variety of artifacts, including historical photographs, mail-order catalogues, maps, historic museums, historic houses and villages, local archaeological artifacts, and records of landscape architecture at different periods throughout history. Students are involved in a variety of activities, including undertaking research in photographic archives; tracing changes in an area by following photographs of different building types; unmasking deliberate distortion in photographic evidence; tracing the evolution of the mail-order catalogue in America; analyzing etiquette at different periods as it was mirrored in mail-order catalogues, advice manuals, and self-improvement primers; comparing land surveys from various eras; reconstructing city plans and maps based on incomplete cartographic evidence; and researching symbolic meaning of historic houses from whatever documentary materials may survive. (DB)

ED 199 169 SO 013 232

Horwitz, Suzanne, Ed. And Others

*In Search of Our Past: Units in Women's History.*

U.S. History Teacher Guide.

Berkeley Unified School District, Calif.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—271p.; For related documents, see SO 013 232-235.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*American Indians, Educational Objectives, \*Employed Women, \*Females, \*Immigrants, Junior High Schools, Learning Activities, Multicultural Education, Oral History, Secondary Education, Slavery, Teaching Guides, Teaching Methods, \*United States History, Womens Studies

Identifiers—\*United States (South)

A teacher's guide for three junior high school units on women in United States history is presented. Designed to supplement what is customarily taught in United States history courses, the units focus on Native American women in Pre-Columbian America, Southern women from 1820 to 1860, and women as immigrants and workers from 1820 to 1940. The guide incorporates the student workbook and provides objectives, background material, teaching procedures, suggested activities, and bibliographies. Each unit also contains an oral history assignment. In the first unit, students examine matrilineal societies, write myths similar to ones in their readings, and report on the life of a creative woman. The oral history assignment is to interview an older woman about home remedies. The second unit focuses on the roles of the black slave woman and the Southern plantation woman. Through interviews, students determine expectations and realities of three generations of mothers and daughters to discover how ingrained the concept of ideal woman has become. The third unit depicts American working woman as channeled into the lowest paying, least skilled jobs and actively struggling to improve working conditions for all workers. Students interview a woman who either has emigrated from another country or who has been involved in a labor struggle, or interview a woman about her feelings toward work in her home and at her job. (KC)

ED 199 170 SO 013 233

Horwitz, Suzanne, Ed. And Others

*In Search of Our Past: Units in Women's History.*

U.S. History Student Manual.

Berkeley Unified School District, Calif.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—179p.; For related documents, see SO 013 232-235.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*American Indians, \*Employed Women, \*Females, \*Immigrants, Junior High Schools, Learning Activities, Multicultural Education, Oral History, Secondary Education, \*United States History, Units of Study, Womens Studies

Identifiers—\*United States (South)

Designed to supplement what is customarily taught in junior high school United States History courses, this student manual contains three units which focus on women's history. Unit I concerns Native American women in Pre-Columbian America. Readings include The Story of a Zuni Girl—Blue Corn, Native American legends, Women as Leaders, and Native American Woman and Art. Unit II examines the role of Southern women from 1820 to 1860. Students read The Story of a Slave Girl; The Diary of Olivia Crawford, based on accounts of plantation life; Harriet Tubman, the Moses of Her People; and Fight and if You Can't Fight, Kick (from Black Women in White America). Unit III, Women in Struggle: Immigration and Labor 1820-1940, includes an essay on women immigrants, an excerpt from Jewish Grandmothers, Chinese Women Immigrants: Expectations and Arrivals, Women in the Labor Movement, and The Garment Worker's Strike. Each unit provides discussion questions and suggests activities. The major activity consists of students' recording oral histories about the topics they are studying. Other activities include role playing and creating a chart of the real and ideal woman. For the teacher's guide see SO 013 232. (KC)

ED 199 171 SO 013 234

Horwitz, Suzanne, Ed. And Others

*In Search of Our Past: Units in Women's History.*

Berkeley Unified School District, Calif.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—359p.; For related documents, see SO 013 232-235.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Developing Nations, Educational Objectives, \*Employed Women, \*Females, \*Feminism, \*Industrialization, Junior High Schools, Learning Activities, \*Medieval History, Multicultural Education, Oral History, Secondary Education, Teaching Guides, Teaching Methods, Womens Studies, \*World History

Intended to supplement what is customarily taught in junior high school world history courses, this teacher's guide provides materials for three units on the role of women in world history. Each unit incorporates the student manual and includes background information, objectives, teaching procedures, learning activities, and a bibliography. Student assignments focus on oral history. In Unit I, students examine the role of women under feudalism in Western Europe and in China. Based on what they have learned about the rules of living at this time, students construct endings to stories and make cultural comparisons between Western Europe and China. Unit II analyzes the role of women during the industrial revolution. Topics include the creation of the working class woman and of the middle class ideal woman. The oral history assignment consists of an interview with a working couple with children. Unit III focuses on 20th century women in transition, particularly third world women. A major project is to research lives of outstanding women in various countries. For the oral history project, students look for common conditions between the women they have read about and the women they interview. The unit concludes with students making posters about the international women's movement. (KC)

**ED 199 172 SO 013 235**

Hurwitz, Suzanne, Ed. And Others

**In Search of Our Past: Units in Women's History.**

World History Student Manual.  
Berkeley Unified School District, Calif.  
Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80  
Note—213p.; For related documents, see SO 013 232-235.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Employed Women, \*Females, \*Feminism, \*Industrialization, Junior High Schools, Learning Activities, \*Medieval History, Oral History, Secondary Education, Units of Study, Womens Studies, \*World History

This junior high school level student manual contains three units on the role of women in world history. The units, designed to supplement what is customarily taught in world history courses at this level, are entitled Women Under Feudalism: Western Europe and China, Women in the Industrial Revolution, and Women in Change: 20th Century Women in Transition. Readings for Unit I include a narrative about the marriage of two 11-year-old children, an essay on women in the economy in Feudal Europe, women in the Chinese patriarchy, and a legend of Hua Mu Lan, the woman warrior. In Unit II students read an essay on women before the industrial revolution, a narrative on child labor in England and Japan, and on the real and ideal middle class woman. Readings in Unit III focus on the revolt of the mother: women in South Africa, China, and Cuba; and a brief history of international women's day. Each unit contains worksheets, illustrations, and charts, questions for discussion, and suggested activities which focus on interviewing people for oral histories. For teacher's guide see SO 013 234. (KC)

**ED 199 173 SO 013 237**

FitzGerald, Frances

**America Revised: History Schoolbooks in the**

Twentieth Century.

Random House, Inc., New York, N.Y.

Report No.—ISBN-0-394-74439-X

Pub Date—Oct 80

Note—240p.

Available from—Random House, Inc., 400 Hahn,

Westminster, MD 21157 (\$3.95).

Pub Type—Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—\*Content Analysis, Controversial Issues (Course Content), \*Educational Change, Educational Philosophy, Educational Practices, Elementary Secondary Education, Historiography, \*History Textbooks, Progressive Education, Social Studies, \*Textbook Bias, \*Textbook Evaluation, Textbook Standards, \*United States

**History****Identifiers—\*Revisionism**

This analysis of U.S. history textbooks from the 19th century to the present examines how and why textbooks have changed during certain decades. The book is organized into three chapters. Chapter I, Past Masters, discusses the politics of textbook publishing, the influence of large adoption units, and the book from which a majority of American school children learned history: David Saville Muzzey's "American History." Chapter II, Continuity and Change, focuses on various ways in which U.S. history textbooks have treated issues such as immigration, reconstruction, the American Indian, assimilation and multiculturalism, the role of the United States in world affairs, and Communism. Chapter III, Progressives, Fundamentalists, and Mandarins, examines the lack of intellectual history in textbooks, the treatment of institutions and social forces at the expense of individuals, progress orientations, inquiry texts, the academic reform movement following Sputnik, and the New Social Studies. The author concludes that the Progressive, fundamentalist, back-to-basics, and educationist movements have contributed to the reductive view of history and the dullness that inhabit so many history texts. (Author/KC)

**ED 199 174 SO 013 238**

Basarab, Stephen And Others

**The Ukrainians of Maryland.**

Ukrainian Education Association of Maryland, Inc.,

Baltimore.

Spons Agency—Maryland Bicentennial Commis-

sion, Baltimore.

Pub Date—77

Note—531p.; Photographs, maps and some small print may not reproduce clearly from EDRS in microfiche or paper copy.

Available from—Ukrainian Education Association of Maryland, Inc., 518 S. Wolfe Street, Baltimore, MD 21231 (\$8.95).

Pub Type—Opinion Papers (120) — Books (010)

**EDRS Price - MF02/PC22 Plus Postage.**

Descriptors—Bibliographies, Education, \*Ethnic Groups, \*Ethnic Studies, Food, Higher Education, History, Immigrants, Religion, Secondary Education, \*State History

Identifiers—\*Maryland, \*Ukrainian Americans

This book is an in depth study of Ukrainian Americans in Maryland. The book was published now test educators, governmental officials, curriculum planners, and librarians continue certain stances of "selected inattention" about Ukrainians and other East Europeans in American studies. Chapter 1 examines the European background of the Ukraine. Chapter 2 discusses reasons why Ukrainians migrated to the United States and in particular to Maryland. Arrivals and settlements in Maryland and the geography of the Ukrainian population in Maryland are the topics of chapters 3 and 4 respectively. Chapter 5 discusses how Ukrainians in Maryland interacted with other areas and groups. Ukrainians and Jews in Europe and Maryland are the topics of Chapter 6. Chapter 7 examines religion and churches. Slavic studies in Maryland, Ukrainian heritage schools, and Ukrainian student life in Maryland are treated in chapters 8, 9, and 10. Chapters 11 and 12 talk about Ukrainian foods and Ukrainian easter eggs. Chapter 13 examines Ukrainian arts and artists in Maryland. The concluding chapter looks at the contributions which Ukrainians have made to Maryland, discussing the military, sports, literature, politics and government, music, professions, business and industry, and organizations. There is a bibliography at the end of most of the chapters. An extensive bibliography is included to help the researcher locate more data about Ukrainians in both the Maryland and general American sociologies. A subject index concludes the publication. (Author/RM)

**ED 199 175 SO 013 253**

Thomas, John W.

**Making Changes: A Futures-Oriented Course in**

Inventive Problem Solving. Lesson Book.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—ISBN-088280-081-7

Pub Date—81

Note—169p.

Available from—ETC Publications, P.O. Drawer

1627-A, Palm Springs, CA 92263 (\$8.95).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Critical Thinking, \*Decision Making Skills, \*Futures (of Society), Global Approach, \*Learning Activities, \*Problem Solving, Secondary Education, Social Studies, Units of Study, World Problems

This textbook/workbook for secondary school students is designed to stimulate inventive problem solving of future world problems. It is organized into four units and contains 23 lessons. Unit I defines the nature of the course and provides methods for stating and defining problems, brainstorming, working in groups, and judging ideas. Unit II discusses methods for forecasting the future and determining accelerating trends, and food crisis solutions. Unit III focuses on analogies as a means to problem solving. Unit IV presents a "Future Wheel", which is a method of looking for possible consequences and needs that might result from an event or development. Each lesson lists objectives, contains numerous illustrations, and is activity oriented. Students learn to construct checklists and matrices for problem solving. Activities include finding solutions to school vandalism; controlling forest fires; designing uses for old airplanes, warships, and mattresses; and designing solar and underground housing units and a special windmill to meet the needs of a farm family. The final lessons focus on a class-wide activity, Project Vista, a planned community for which students design housing and sit on committees for the environment, education, work, and health and welfare. (KC)

**ED 199 176 SO 013 275**

McCue, Lydia L. Notter, Jane

**Organizing and Conducting a County Social Studies**

Fair: A Guide for Coordinators [and] West

Virginia Social Studies Fair Judges' Handbook.

West Virginia State Dept. of Education, Charleston.

Div. of Instructional Learning Systems.

Pub Date—78

Note—34p.; For a related document, see SO 013 276. Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to small print type of original document.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Exhibits, \*Extracurricular Activities, \*Social Studies, \*Student Projects, Student Research

This document contains a guide for coordinators and a brief handbook for judges. The coordinator's guide outlines nine steps for organizing and conducting a county social studies fair. Designed for elementary and secondary schools, the focus of the fair is student centered. Students choose topics of personal interest (usually a problem, issue, event, or individual), investigate the topic, and draw conclusions based on their investigations. The culmination of the project is a visual display of process and results. The guide provides information on selecting a date and publicizing guidelines, assessing the number of projects, assisting with school fairs, organizing the entry forms, selecting and preparing judges, preparing the physical setting, establishing the schedule, and presenting awards. Sample assessment forms, memoranda, judging guidelines, a map of the physical layout, and an award certificate are illustrated. The appendix includes a checklist, general guidelines for organizing the fair, and a sample judging form. The judges' handbook discusses rules that students must follow, project categories, how to judge the project, and procedures that judges should follow. It also presents tips and advice and a score card for judging. (Author/KC)

**ED 199 177 SO 013 276**

McCue, Lydia L.

**Seven Steps for Preparing a Social Studies Fair**

Project.

West Virginia State Dept. of Education, Charleston.

Div. of Instructional Learning Systems.

Pub Date—81

Note—21p.; For a related document, see SO 013 275. Photographs throughout document may not reproduce clearly from EDRS in microfiche or paper copy.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education,

\*Exhibits, \*Extracurricular Activities, Social

Sciences, \*Social Studies, \*Student Projects, Student

Research

This student booklet outlines seven steps to aid elementary and secondary school students in par-

ticipating in a social studies county fair. The first step is an understanding of the fair rules. Second, the student decides whether to work in a group or alone, after reading advantages and disadvantages of both approaches. Step three, choosing a topic, describes nine categories and topics within those categories. Students may choose from history, economics, political science, geography, anthropology, sociology, psychology, interdisciplinary, or special theme topics. The fourth step lists sources of information for the research portion of the project. Step five outlines the research steps: stating the question, collecting information, organizing and summarizing, stating conclusions, and stating the importance of conclusions. Steps six and seven concern constructing a display and preparing for judging. The judging consists of an oral presentation and a written abstract as well as a visual display. (KC)

ED 199 178 SO 013 277

Kuntz, Patricia

Books about the Middle East for Children and Youth.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Dec 80

Note—43p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Biographies, Books, \*Childrens Literature, Elementary Education, Ethnic Studies, \*Geography, \*Middle Eastern History, \*Middle Eastern Studies, \*Religion, Social Studies

This bibliography comprises a list of 236 reviewed children's books about the Middle East. All books were published since 1970 in the United States. For the purpose of this document the countries of the Middle East number 16: Bahrain, Cyprus, Iraq, Iran, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen, and Yemen Peoples Democratic Republic. Subjects of books include autobiographies, biographies, geography, literature, religion, and social sciences. The title index lists the author and translator, publisher, date of publication, pagination, cost, illustrator, and suggested grade level. The source of the review, date, and reviewer are also provided. The title index is cross-referenced to author, date, illustrator, reviewer, and subject indexes. (KC)

ED 199 179 SO 013 279

Murphy, Francis X.

Catholic Perspectives on Population Issues. Population Bulletin, Vol. 35, No. 6.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Feb 81

Note—49p.; Photographs and some charts throughout document may not reproduce clearly from EDRS in paper copy or microfiche. For a related document, see ED 137 167.

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beliefs, Catholics, \*Church Role, \*Contraception, Opinion Papers, \*Population Growth, \*Religious Factors

Identifiers—\*Catholic Church

The bulletin investigates the major positions held by the Catholic Church toward population problems. Separate sections discuss the demographic debate, traditional church teaching, the birth control movement, the Vatican Council II and the Papal Birth Control Commission, Pope Paul's 1968 Encyclical against contraception, the 1980 Synod of Bishops, and the outlook for the future. The author states that the Church's position, which prohibits the use of artificial methods of contraception, hinders it and its 750 million adherents from taking an effective lead in the growing threat of global overpopulation. In 1958 Pope Pius XII forbade contraceptive use of the pill. Despite the liberal spirit engendered by Vatican Council II and against the recommendation of a Papal Birth Control Commission, Pope Paul VI reaffirmed the ban in his 1968 Encyclical. This stance has been upheld by Pope John Paul II and the 1980 Synod of Bishops. Surveys, however, reveal that Catholic married couples turn to artificial methods to regulate the size of their families. The conclusion is that the Pope and the Vatican, while insisting on human rights and the need for a reordering of unjust economic, social, and political structures, seem to be neglecting the threat of a breakdown of civilization that looms with the prospect of too many people and too little space

with too few resources. (Author/KC)

ED 199 180 SO 013 291

Moritz, Helen E.

Studying the Leaders of Classical Antiquity.

Pub Date—13 Apr 81

Note—10p.; Paper presented at Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classical Literature, \*Educational Administration, Graduate Study, Greek Literature, Higher Education, \*Interdisciplinary Approach, Latin Literature, Leadership, Organization, Seminars

This paper describes a graduate seminar for educational administrators, using works of ancient Greek and Roman literature as bases for the consideration of organization and leadership problems identified in theoretical literature. The seminar was team taught by professors from the Departments of Educational Administration and Classics at the University of Minnesota. The purposes of the seminar were: (1) to provide historical perspective on the problems of leadership and authority; (2) to provide for analysis and discussion "case studies" which could be approached with considerable objectivity by virtue of their distance in time and space; and (3) to introduce humanistic content for its own sake into the training of leaders in a field which is ideally the most humane of professions, education. The subject matter of the seminar consisted of works of ancient Greek and Roman literature, history, philosophy, and biography selected to illustrate concepts of organization and administration theory considered pertinent to the educational leader. Each seminar began with a lecture establishing the literary, historical, and theoretical contexts for the ancient material assigned for that day. A general discussion followed. In addition, students were required to make seminar presentations and to write papers. Some examples of topics covered in the course are provided in the paper. For example, the interaction of values and legitimation comes into play in the famous speech of Pericles. Plutarch's "Life of Themistocles" shows another Athenian statesman sagely controlling information to effect a successful alteration of policy at a crucial point in the Persian Wars. By managing the interpretation of oracles and therefore giving his proposals the authority of divine support, Themistocles persuaded his countrymen to abandon the city and risk all in a naval engagement—a strategy that proved successful. Evaluations indicate a high level of student satisfaction with the course. (Author/RM)

ED 199 181 SO 013 293

Taxel, Joel

Critical Theory and Everyday Educational Life.

Pub Date—15 Apr 81

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association Convention (Los Angeles, CA, April 15, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, \*Educational Philosophy, \*Educational Research, Elementary Secondary Education, Higher Education, Political Influences, Power Structure, \*Research Methodology, \*Research Needs, Social Influences, Teacher Education, \*Theories, Values

Identifiers—Critical Theory, Marx (Karl), \*Marxian Analysis

This paper discusses the relevance of the neo-Marxist perspective (critical theory) to educational theory and practice, with particular emphasis on the implications of this perspective for educational researchers and educators involved in teacher education programs. For purposes of comparative analysis, it also provides a brief overview of basic assumptions of traditional western (functional, positivist) approaches to the analysis of educational phenomena. Major terms are defined as follows: (1) The critical perspective is a theoretical tradition based on Karl Marx's insights into the working of the social world; (2) relational analysis is a Marxist concept that suggests that social phenomena are best understood when examined in relation to their ties to the larger set of institutions and institutional arrangements in society; and (3) cultural deprivation refers to the whole set of social, environmental,

cultural, and economic circumstances which surround pupils from impoverished backgrounds and contribute toward failure to achieve in school. The hypothesis is that educational researchers will be able to broaden their understanding of educational phenomena if they are familiar with the hidden biases, assumptions, and limitations, as well as traditional theoretical perspectives. Educational issues discussed from the point of view of both traditional and Marxist approaches include the relationship between schooling and social inequality, consideration of the type of knowledge which is included in the curriculum, and connections between cultural power and the control of economic and social power. Conclusions are that scholars influenced by the Marxian tradition can contribute to educational research by making researchers more sensitive to the importance of the structure and form of curriculum in transmitting ideology, can help teacher educators understand the significance of selective traditions, and can help prospective teachers see connections between what occurs in classrooms and the larger problems of social injustice and inequality. (DB)

ED 199 182 SO 013 294

Hawley, John B.

The Schumpeterian Model of the Cyclical Process in the Evolution of American Capitalism, 1786-1939.

Pub Date—15 Feb 78

Note—64p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Business Cycles, \*Capitalism, Economics, Higher Education, \*Models, Monetary Systems, Tables (Data), Theories, United States History

Identifiers—\*Schumpeter (Joseph)

This paper describes the Schumpeterian schema of capitalist business cycles. The creator of the model, Joseph A. Schumpeter (1883-1950), was a Czech-born and Viennese-educated theoretical economist who emigrated to the United States in the 1930s and taught at Harvard University for 18 years. He is particularly remembered in economic circles for discussions of historical data in the context of his theory. Schumpeter defined competitive capitalism as that form of private-property economy in which innovations had been carried out by means of borrowed money. His model is based on a three-step process. First, he identified a primary business cycle consisting of prosperity and recession (called the First Approximation), by introducing entrepreneurial innovation into a situation of general equilibrium; second, he identified a four-phase cycle consisting of prosperity, recession, depression, and recovery (the Second Approximation); finally, he concluded that several cycles of different lengths emerged from the innovation process and operated simultaneously. In Schumpeter's view, competitive capitalism was an economic system which was neither pure nor perfect and which experienced fluctuations, upswings, contractions, and booms and busts. Many factors were responsible for these cycles, including wars, social unrest, and social movements such as Prohibition (external factors); changes in taste and in the quantity and quality of production forces, and changes in the methods of supplying commodities (internal factors). Tabular data are presented on the more than 50 major and minor cyclical industries which Schumpeter analyzed to provide evidence for his theory. The document concludes with a bibliography of Schumpeter's works and of tables relating to business cycles during various time periods. (DB)

ED 199 183 SO 013 301

Social Indicators III: Selected Data on Social Conditions and Trends in the United States.

Bureau of the Census (DOC), Suitland, Md.

Pub Date—Dec 80

Note—585p.; For a related document, see ED 151 284.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$17.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Crime, Culture, Education, Educational Trends, Employment Patterns, Enrollment Trends, Health, Housing, Income, Leisure Time, National Surveys, Nutrition, Population Growth, Population Trends, Productivity, \*Quality of Life.



Recreation, Safety, \*Social Characteristics, \*Social Indicators, Social Problems, Sociocultural Patterns, Socioeconomic Influences, Statistical Data, \*Statistical Studies, Transportation, \*Trend Analysis

#### Identifiers—\*United States

Like its predecessors (\*Social Indicators 1973 and 1976), this report contains statistical information describing current social conditions and trends in the United States. Eleven chapters examine major social areas: population and the family; health and nutrition; housing and the environment; transportation; public safety; education and training; work; social security and welfare; income and productivity; social participation; and culture, leisure, and the use of time. Within each subject area, certain topics of social concern are described which relate directly or indirectly to the quality of life. Each chapter contains a brief text, charts, technical notes, and tables. The data represent three types of indicators: system performance, well-being, and public perceptions. In general, the indicators relate to the total population and to selected subgroups reflecting race, age, sex, educational attainment, home ownership status, and family income. The data were obtained from a variety of sources, including the census, large and small national surveys, official registration systems, and crime reports. (Author/RM)

ED 199 184 SO 013 302

Franssen, Henk A. M. Reints, Arno J. C.

#### The Function of Explicit and Implicit Beliefs in the Process of Developing Curriculum Materials.

State Univ. of Utrecht (Netherlands).  
Spons Agency—Foundation for Educational Research, Utrecht (Netherlands).

Pub Date—Feb 81

Note—34p.; Paper presented at American Educational Research Association (Los Angeles, CA, April 1981). Tables throughout document may not reproduce clearly from EDRS in paper copy or microfiche due to small print type of original document.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beliefs, Criteria, \*Curriculum Development, Educational Research, Influences, Interdisciplinary Approach, Literature Reviews, Teamwork, \*Values

#### Identifiers—Curvo Strategy

The document reports on the belief-assessment phase of a project undertaken in 1973 at the University of Utrecht, Netherlands, to study curriculum processes based on the Curvo strategy. The Curvo strategy (named for a combination of the first letters of the Dutch words for curriculum, development, and research) is based on the assumption that curriculum development is a task for teams made up of individuals with different perspectives and from different disciplines. The first step in the Curvo strategy is to bring together ideas about the content and form of the curriculum material. Successive steps include formative evaluation, testing and adjusting material in accordance with evaluative findings, developing a framework, and constructing materials to fit the framework. During all phases of the curriculum development task, team members are directed to make basic propositions and beliefs explicit. A system was also developed for evaluating implicit individual beliefs. This system centered on comparing a number of curriculum statements from each team member to ascertain underlying perspectives. Findings from numerous attempts by project staff members to assess the relative importance of explicit versus implicit beliefs indicated that implicit beliefs were much more important than had previously been realized and very difficult to deal with. The conclusion is that team members involved in developing curriculum according to the Curvo strategy will be more successful if they try to make implicit beliefs into explicit beliefs which can be used as criteria in the conduct of all phases of team deliberation, framework creation, and activity development. (DB)

ED 199 185 SO 013 303

Hood, Paul D.

#### Social and Economic Characteristics of Counties in the Far West and SWRL Laboratory Service Regions.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 81

Contract—400-80-0103

Note—67p.; Tables throughout document may not reproduce clearly from EDRS in paper copy or microfiche due to small print type of original document.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Census Figures, \*Comparative Analysis, \*Economic Factors, \*Local Norms, Maps, \*Regional Characteristics, \*Social Indicators, State Norms, Tables (Data)

Identifiers—Far West Laboratory for Educational R and D CA

The monograph presents a set of social and economic indicators developed for each of the 118 counties in Arizona, California, Nevada, and Utah which comprise the joint Far West Lab/SWRL laboratory service regions. The objective of developing and mapping these indicators was to delineate major similarities and differences among these counties in terms of selected social and economic data. Factor analysis was performed on 35 data items selected from the U.S. Census 1967 "County and City Data Book." Eight categories resulted from this categorization: population size, population growth, population age, affluence, medical service, manufacturing employment, sales employment, and agriculture. Counties were then grouped together on the basis of similarities on these eight factors. Information is also presented in the form of narrative, statistics, maps, tables, and lists on location of major county groups, differences among major groups in terms of means on a number of social and economic measures, and grouping for the 58 counties in California and for the combined 60 counties in Arizona, Nevada, and Utah. Results from this statistical picture of the Far West Lab/SWRL Laboratory service regions can be grouped into three major sets. First, it has indicated how 35 county level social and economic measures are related and has produced eight statistically independent factor scores that can be employed in future studies as potential predictors of county educational and social characteristics. Second, it has demonstrated that there are both similarities and striking differences among the counties in the four states. Finally, it has provided some understanding of the general demographic and economic characteristics of each type of county on a statistically descriptive level. (DB)

## SP

ED 199 186

SP 016 061

Cragun, John J. Wilson, Donald G.

#### A Needs Assessment Process, Developing Professional Autonomy Through Individualized Needs Assessment.

Pub Date—80

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, Classroom Techniques, Curriculum Development, Evaluation Criteria, Higher Education, \*Individual Development, \*Masters Programs, \*Needs Assessment, Program Development, \*Self Evaluation (Individuals), Teacher Characteristics, \*Teacher Education, Teaching Skills

This Needs Assessment Process is a professional development model designed as a portion of a program leading to a Master of Arts degree in classroom teaching. The model focuses upon learning to identify and to use basic analytical skills. The object of the course is to enable M. A. candidates to become autonomous in charting their individual professional development. A copy of the assessment form used in the program is presented and includes statements designed to improve skills in analyzing strengths and weaknesses in the following areas: (1) planning, (2) organization and management; (3) working with people; (4) classroom techniques; (5) teaching methods; (6) command of subject matter; (7) use of audio-visual materials; (8) understanding human growth and development; (9) understanding curriculum and curriculum development; (10) evaluation procedures; and (11) personal and professional characteristics. (JD)

ED 199 187

SP 016 377

Collins, James J., Ed. Masley, Barbara A., Ed.

#### Stress/Burnout Report.

Worcester Public Schools, Mass.

Pub Date—Jun 80

Note—28p.

Journal Cit—Share & Exchange. A Newsletter for Teachers; v8 n4 Jun 1980

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, Classroom Techniques, \*Discipline, Elementary Secondary Education, Job Satisfaction, Mental Health, Public Schools, \*Reduction in Force, \*Salaries, \*School Personnel, Security (Psychology), \*Stress Variables, Teacher Attitudes, \*Teacher Transfer, Teaching Conditions

#### Identifiers—\*Teacher Burnout

The awareness of the effects of stress on school personnel and its effects on student achievement led to the formation of a committee to examine the problem and establish some objectives. A copy of the questionnaire submitted to the personnel of the Worcester, Massachusetts, Public Schools is presented. Job related factors were listed with responses to be checked on a scale ranging from no stress to high stress. Results of the survey appear in tabular form, giving the reactions of teachers, administrators, traveling teachers, aides, and clerical workers. Stress factors consistently rated as highest were: involuntary transfer, reduction in force, discipline, and salary. Comparison is made between this survey and similar surveys conducted in other school systems. Some actions being considered for the reduction of stress are discussed. (JD)

ED 199 188

SP 017 014

Yarger, Sam J. Meriens, Sally K.

#### About the Education of Teachers—A Letter to Virginia.

Pub Date—Nov 76

Note—24p.; Paper presented at the Conference on Quality Inservice Education, sponsored by the National Council of States on Inservice Education (New Orleans, LA, November, 1976).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, Continuing Education, Delivery Systems, \*Developmental Stages, \*Faculty Development, Governance, Lifelong Learning, Postsecondary Education, Program Budgeting, \*Program Development, \*Sequential Approach, \*Teacher Education, \*Teaching Experience

Teachers progress through stages of professional development chronologically and sequentially. To provide continuous professional development, these stages should be identified and programs effective for each stage offered. The pre-education student needs introductory and experiential programming. This presents an opportunity for assessing the merits or drawbacks of choosing a career as a teacher. A program for the education student is weighted toward foundations of education, methodology, theory, and clinical experience. The beginning teacher requires an intensive clinical program focusing on acquiring new skills and on filling the gaps that may occur between the theory of the university and the practice of the classroom. Programming for a developing teacher may be related to upward change in a career, as well as obtaining further credentials and continuing to acquire new skills. Inservice programs for experienced teachers continue the development of teaching skills, may be related to preparation for a new position, are assumed to be internally motivated, and can also be developed for returning teachers. Four issues must be considered when developing these sequential programs: the authority under which the program operates; the credibility of the program for a particular stage of development; the funding of the program; and the governance of the program. (JD)

ED 199 189

SP 017 074

Brown, Timothy And Others

#### First State Fitness Test. A Measurement of Functional Health.

Blue Cross & Blue Shield of Delaware, Inc., Dover.

Pub Date—[80]

Note—19p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cardiovascular System, Elementary Secondary Education, Exercise, Health Education, Heart Rate, \*Human Body, \*Muscular Strength, Physical Education, \*Physical Fitness, Running

This test is designed to measure the functional health of young people. Functional health refers to those factors relating to personal health that can be improved with regular exercise. This test is unique in comparison to other physical fitness tests because of the absence of motor skill items which have no relationship to an individual's functional health. Four of the five test items directly relate to personal health areas that can be improved through regular exercise: (1) cardio-respiratory function—one mile run; (2) body composition—skinfold measurement of triceps; (3) musculoskeletal function of abdominal, upper arm, and shoulder region—bent knee sit up; and (4) flexibility of lower back and posterior thigh muscles—sit and reach. Although it is understood that the fifth test item, the flexed arm hang for both sexes, is referred to as athletic ability, it is included because of the imperative need for improvement in upper arm and shoulder girdle strength of United States youth. (Author)

**ED 199 190** SP 017 222

Cramer, Patrice A.  
An Educational Strategy to Impact the Children of  
Alcoholic Parents: A Feasibility Report.  
National Center for Alcohol Education, Arlington,  
Va.

Pub Date—Mar 77

Contract—ADM-281-75-0013

Note—47p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Alcoholism, Behavior Patterns, \*Counseling Services, Elementary Secondary Education, Emotional Problems, \*Family Problems, Helping Relationship, Individual Counseling, Informal Assessment, Inservice Teacher Education, Parent Child Relationship, \*Parents, Program Development, \*School Role, Student Attitudes, \*Student Needs, Teacher Role

The potential for helping children of alcoholic parents to understand and to cope with the problems they experience was examined. Areas were explored in which supportive services may be provided to children of alcoholic parents. It was concluded that the school staff who have close, continuous contact would be the best and most accessible caregiving team. This staff includes the teacher, counselor, nurse, and social worker. The following topics are discussed: (1) the nature of the school setting as a caregiving agency; (2) the roles of each school staff member; (3) techniques to identify children of alcoholic parents; and (4) suggested education and training objectives. Recommendations on implementing a school based project are made, with emphasis on the crucial junior high school years. A bibliography is appended. (JD)

**ED 199 191** SP 017 355

Kilby, Jan. Ed. And Others  
A Job Search Handbook for Educators. The AS-  
CUS Annual 1981.

Association for School, College, and University  
Staffing, Madison, Wis.

Pub Date—80

Note—48p.

Pub Type—Collected Works - Serials (022) —  
Guides - Non-Classroom (055) — Opinion Papers  
(120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Beginning Teachers, Career Change, Career Counseling, Employment Opportunities, \*Job Search Methods, \*Teacher Employment, \*Teacher Placement, Teacher Supply and Demand

This publication contains nine articles on finding employment in education as well as a directory of state teacher certification offices. The authors of the articles include educational placement directors, faculty in colleges of education, and recognized specialists in education-related careers. The following topics are addressed: (1) using a career planning and placement office; (2) teacher supply and demand; (3) the academic job search for graduate students; (4) the professional vita and resume; (5) locating sources of job vacancy announcements; (6) overseas education employment; and (7) career alternatives for educators. An article on how to get a teaching job provides basic suggestions, and another points out skills and guidelines in writing effective letters

to obtain employment. (FG)

**ED 199 192** SP 017 452

Howe, Kenneth R.

Organization For Inservice Teacher Education: A

Perspective From Higher Education.

Pub Date—[76]

Note—22p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College School Cooperation, \*Inservice Teacher Education, Postsecondary Education, Preservice Teacher Education, \*School Districts, \*Schools of Education, Teacher Centers, \*Teacher Education Programs, Teacher Educator Education

Institutions of higher education can be organized as viable and vital contributors to inservice teacher education programs. A critical reexamination of the relationship between preservice and inservice training is needed. Inservice is only one part of a continuing education process, which should be organized both within and between schools and colleges for maximum effect. Resources are often limited and must be amplified and used efficiently. The following strategies could be explored: (1) development of periodic program prototypes for improving training and curriculum materials; (2) improved application and assistance in using electronic technology for inservice; and (3) design of programs for training teacher educators. Cooperative efforts between colleges and departments of education should lead to formal relationships, benefiting both parties. (FG)

**ED 199 193** SP 017 502

Page, Jane And Others

The Teaching Profession: High School Senior  
Perceptions.

Pub Date—Oct 80

Note—14p.; Paper presented at the SERATE Conference (Louisville, KY, October 31, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Choice, \*High School Seniors, Labor Market, Occupational Aspiration, Racial Differences, \*Role Perception, Sex Differences, \*Student Attitudes, Teacher Salaries, \*Teaching (Occupation), Teaching Conditions

Information from this study is intended to provide schools of education with high school students' perceptions of the teaching profession. Questionnaires submitted to students were designed to: (1) identify high school seniors' perceptions of the profession; (2) determine whether differences exist between groups categorized on the basis of sex and race; and (3) identify factors which discriminate between students who are considering teaching and those who are not. Only twelve percent of the responding students indicated they would consider teaching as a career. Discouraging factors included low salaries, discipline problems, and working conditions. It was viewed, however, as a good profession for women. Black and female students perceived many factors in teaching in a significantly more positive manner when comparisons were made between groups categorized on the basis of sex and race. A copy of the questionnaire is appended to this report. (JD)

**ED 199 194** SP 017 504

Page, Jane A. And Others

The Student Teaching Triad: An Analysis of Role  
Perceptions.

Pub Date—Nov 80

Note—10p.; Paper presented to the Mid-South Educational Research Association (New Orleans, LA, November 12-14, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cooperating Teachers, Higher Education, Preservice Teacher Education, \*Role Perception, \*Student Attitudes, \*Student Teachers, \*Student Teacher Supervisors, \*Teacher Attitudes

The purpose of this study was to analyze three roles related to student teaching: elementary school student teachers, supervising teachers, and university supervisors. Analysis served two purposes: (1) to identify role perceptions of each of the three groups; and (2) to determine whether significant differences exist in the perceived roles, as identified by the individuals occupying those positions. Significant differences were found in the overall perceptions of the student teacher role, as identified by

the three groups. Significant differences did not exist in the overall perceptions of the cooperating teacher role or university supervisory role. Findings indicate a need for provision of planned opportunities at specific, periodic intervals for discussion among and within these groups as a basis for developing clarity and consensus. (Authors/JD)

**ED 199 195** SP 017 509

Denton, Jon J. And Others

Academic Characteristics of Student Teachers and  
Cognitive Attainment of Their Learners.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date—Feb 81

Grant—OUR-TAMU-1530-1000

Note—19p.; Paper prepared for the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 17, 1981).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Achievement Rating, Course Content, \*Grade Point Average, Higher Education, \*Majors (Students), \*Performance Factors, Preservice Teacher Education, Secondary School Students, Secondary School Teachers, \*Student Improvement, \*Student Teachers, Teacher Effectiveness, Teacher Evaluation

This study investigated the relationship between the academic background of student teachers and the performance of their students in a secondary school field site. Three assessment models were used to determine the following: (1) whether student academic performance is influenced by the teaching field of the student teacher; (2) whether the quantity of professional education coursework completed by student teachers affects the quality of their teaching; and (3) the influence of the student teacher's grade point average in academic courses on the academic achievement of the class. Results indicated that learner cognitive attainment is relatively stable across different student teacher teaching fields. There was an observed difference in learner performance favoring student teachers majoring in education. It was found that a student teacher's grade point average in college coursework was a poor predictor of the student teacher's ability to bring about cognitive growth in learners. (JD)

**ED 199 196** SP 017 513

Carr, William G.

Collecting My Thoughts.

Phi Delta Kappa, Bloomington, Ind. Educational

Foundation.

Report No.—ISBN-0-87367-424-3

Pub Date—80

Note—108p.

Available from—Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 (\$5.00).

Pub Type—Opinion Papers (120) — Books (010)

— Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational History, \*Educational Objectives, Educational Philosophy, Educational Trends, \*Foundations of Education, \*Humanistic Education, Human Relations, Retirement, Teaching (Occupation), World Problems

A broad range of educational issues is treated in this collection of 120 short essays, written from the perspective of the author's 40 years in the education field. Section titles include: Teachers and Teaching; Episodes in the History of Education; Flights of Fancy; Defending the Schools; War and Peace; A Few Questions and Fewer Answers; and Gratuitous Advice. Episodes and anecdotes of personal experience are related, as well as philosophical reveries. (FG)

**ED 199 197** SP 017 516

Reusswig, James. Ed. Ponzio, Richard. Ed.

Staff Development.

California Council on Teacher Education, Sacramento.

Pub Date—80

Note—105p.

Journal Cit—California Journal of Teacher Education; v7 n4 Fall 1980

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Bilingual Teachers, Educational Legislation, Faculty Development, \*Inservice Teacher Education, Interpersonal Competence, Postsecondary Education, School Supervision

\*Staff Development, \*Teacher Education Programs, Teacher Effectiveness, \*Teacher Improvement

Eight essays are presented which reflect current problems, issues, and practices related to the development of teacher and administrator expertise. The authors are school district and public school administrators, faculty of schools of education, and a director of staff development in a state department of education. The topics treated are: (1) bilingual teaching skills; (2) the importance of interpersonal skills; (3) invariant elements in effective instruction; (4) applying the concept of entrainment to district-wide staff development models; (5) a model for an academy for personal and professional growth; (6) increasing instructional effectiveness in tertiary education; (7) state policies and legislation; and (8) financing inservice education. (FG)

ED 199 198 SP 017 561  
Spline, John

Studying Teaching. A Critical Appraisal by a Participant-Observer.

Pub Date—Feb 81

Note—56p.; Paper prepared for the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communication (Thought Transfer), \*Course Evaluation, Creativity, Decision Making, \*Educational Philosophy, \*Graduate Students, Group Discussion, Group Dynamics, Higher Education, Interpersonal Competence, Student Teacher Relationship, \*Teacher Characteristics, Teacher Education, \*Teacher Educators, \*Teacher Effectiveness, Teaching Experience, Values Clarification

A course called "The Study of Teaching," designed to develop a theory on teaching and to explore the philosophy of teaching, is described. Five teacher education professors and five graduate students participated. Although one professor acted as instructor, the fifteen hour course was relatively unstructured and based on collegial discussion within the group. Discussion focused upon the contention that teaching can be investigated and described as being the act of creating, communicating, decision making, valuing, and as an aesthetic experience. A participant-observer of the course reports the progress of the group, discussions on each of the five foci central to the course, and conclusions made as well as further questions that were raised by the group. Appended is an abstract of a paper generated by the course on the process of theory building and its influence on teacher education faculty. Materials used in conjunction with the course are listed. (JD)

ED 199 199 SP 017 577  
Rokosz, Francis M.

Structured Intramurals: Shifting Values and Directions.

Pub Date—4 Feb 81

Note—13p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, \*Attitude Change, Competition, Decision Making, Higher Education, \*Individual Development, \*Intramural Athletics, \*Play, \*Recreational Activities, \*Sportsmanship, Student Leadership, Student Participation

Two concurrent developments have led to widespread shifts in the directions of structured intramural programs in higher education. Several universities place an emphasis on student development through administrative leadership training and participation in the governing process of intramural athletic departments. Student duties may include tournament scheduling, game supervision, equipment management, and record keeping. Student advisory councils are being given real authority for decision making. A second trend in sports is a changing attitude toward competitive sport with more emphasis placed on enjoying the sport as a recreational activity rather than working at it with the singular goal of winning. Although it has been found that unstructured play and organized sport can enhance or reinforce good qualities in an individual, there is evidence that negative human qualities are more likely to surface in organized sport than in unstructured play. (JD)

ED 199 200 SP 017 578

Debelak, Marianne And Others

Creating Innovative Classroom Materials for Teaching Young Children.

Report No.—ISBN-0-15-51786-8

Pub Date—81

Note—356p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017 (\$13.-95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Art, Childrens Literature, \*Class Activities, \*Early Childhood Education, Health Education, \*Instructional Materials, Language Arts, \*Material Development, Mathematics, Music, Nutrition Instruction, Physical Activities, Reading Readiness, Science Education, Social Studies, Teacher Developed Materials

Instructions for constructing two hundred classroom materials for young children are presented in this book. It is organized into subject areas that follow most curriculum guides: art, children's literature, health and nutrition, language arts, math, music, physical activities, reading readiness, science, and social studies. Materials in each subject area are accompanied by easy to follow directions, photographs, or detailed line drawings, and strategies for using the materials are included. The introduction includes a discussion of each subject area, advice on how to care for materials, sources for materials, and a bibliography of books and films. (JD)

ED 199 201 SP 017 581

Hawley, Robert C.

Evaluating Teaching. A Handbook of Positive Approaches.

Education Research Associates, Amherst, Mass.

Report No.—ISBN-0-913636-07-X

Pub Date—76

Note—71p.

Available from—Education Research Associates, Box 767, Amherst, MA 01002 (\$9.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Evaluation, \*Classroom Observation Techniques, \*Evaluation Criteria, \*Evaluation Methods, Feedback, \*Interaction Process Analysis, Rating Scales, \*Teacher Evaluation, Workshops

This handbook on teacher evaluation provides the means for conducting positive, nonjudgmental assessment of teacher performance. The first section presents a sequence for planning and implementing an evaluation of teaching. The second section discusses concepts that are used as a basis for developing procedures to evaluate teaching for professional growth. In the third section, fifteen evaluation methods are described. Accompanying these descriptions are worksheets that illustrate the way in which the methods are used. Procedural guidelines for evaluation workshops are appended. (JD)

ED 199 202 SP 017 584

Innovations in Teaching. Resumes of the Hilroy

Fellowship Program, 1980.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—ISBN-0-88989-095

Pub Date—80

Note—65p.

Language—English; French

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Class Activities, Creative Teaching, \*Curriculum Enrichment, Elementary Secondary Education, Fine Arts, \*Instructional Innovation, Language Arts, Natural Sciences, Social Sciences, \*Teacher Developed Materials, \*Teaching Methods, Vocational Education

Identifiers—\*Hilroy Fellowship Program

The purpose of the Hilroy Fellowship Program is to encourage and reward elementary and secondary classroom teachers who have developed new methods, approaches, or devices for the improvement of teaching practices. This publication is a compilation of the resumes of innovative projects of the Hilroy Fellowship in 1980. Information on how to order copies of the original material is given. Nineteen projects are listed in the following fields: fine arts, educational process, language arts, natural sciences, social sciences, vocational science, and miscellaneous, which includes such topics as solar energy and remote sensing. (FG)

ED 199 203 SP 017 586

Lasley, Thomas J.

State Agency Involvement in Teacher Induction.

Pub Date—19 Feb 81

Note—10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Teachers, \*Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Job Satisfaction, \*State Departments of Education, State Standards, \*Teacher Education Programs, \*Teacher Orientation, Teacher Welfare, \*Teaching Conditions

Although state governments have a less direct effect on new teachers than do the actions of school administrators and fellow teachers, state standards and the level of financial commitment determine, to a certain extent, the quality of life for teachers. State departments of education can assist first year teachers by: (1) working with teacher education institutions to strengthen the theoretical basis for teacher education and by researching and establishing validated standards and practices; (2) cooperating with educational institutions to establish experimental programs that assist new teachers to make the transition from the college laboratory to the public school classroom; and (3) creating conditions conducive to teacher job satisfaction. States usually predicate approval of teacher education programs on responsiveness to established standards. However, good quality cannot be mandated or legislated, but is a result of commitment and hard work. (FG)

ED 199 204 SP 017 590

Thompson, Joy Yakimishyn, M. P.

The Aging of Manitoba's Teaching Force.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date—Sep 79

Note—10p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aging (Individuals), \*Chronological Age, Declining Enrollment, Elementary Secondary Education, Employment Patterns, \*Employment Projections, \*Faculty Mobility, Foreign Countries, Futures (of Society), Teacher Retirement, \*Teachers, \*Teacher Supply and Demand, \*Trend Analysis

Identifiers—\*Manitoba

With teacher entries into the work force declining and current low rates of teacher transfers and retirements and older age groups, the teaching force in the province of Manitoba is getting older. To study these trends, the age distribution of teachers was noted for the years 1970 and 1975. A discussion is presented in this report on trends in age distribution of Manitoba teachers, and also tables containing the following data: (1) age distributions for the years 1970 and 1975 in percentages; (2) numbers of teachers in each age category for those years; and (3) the pattern of change apparent in the age profiles. Projections are offered on the age composition of the teaching force in the province in the years 1980 and 1985. (JD)

ED 199 205 SP 017 591

Thompson, Joy C.

The Decline of Teacher Entries into Manitoba:

1970 to 1978.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date—Aug 79

Note—7p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attrition (Research Studies), Declining Enrollment, Elementary Secondary Education, \*Faculty Mobility, Foreign Countries, \*Teachers, \*Teacher Supply and Demand, \*Teacher Transfer, \*Trend Analysis

Identifiers—\*Manitoba

This summary is an examination of teacher inflow into Manitoba from other provinces and other countries. Manitoba has experienced a sharp decline in the total number of teacher entries over the period of 1970 to 1978. The percentage of total provincial staff that are newly recruited from outside Manitoba



has shown a corresponding drop. Declines have also been experienced in both teacher entries from other provinces and other countries. Tables are presented showing the origin of teacher entries into Manitoba from Canadian and foreign sources and the percentage of entries from these sources for the period of 1970 to 1978. (JD)

**ED 199 206** SP 017 595

McEwin, C. Kenneth

**A Report on Middle Grades Schools in North Carolina. A Study of Current Practices. Monograph 2.**  
Appalachian State Univ., Boone, N.C.; North Carolina League of Middle/Junior High Schools.  
Pub Date—81  
Note—12p.  
Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Accreditation (Institutions), \*Curriculum, \*Educational Facilities, \*Junior High Schools, \*Middle Schools, \*School Organization, School Size, Secondary School Teachers, \*State Norms, Teacher Education

Identifiers—\*North Carolina  
This monograph presents information on North Carolina middle grades schools: (1) organizational patterns of middle grades schools from 1968 to 1980; (2) reasons for establishing middle grades schools; (3) number and size of middle grades schools; (4) curriculum opportunities; (5) accreditation of schools and professional training of faculty; (6) middle school facilities; and (7) comparison of practices in middle and junior high schools. A discussion is presented on the nature of middle grades education in the state, and recommendations are made for future policy and practice. (JD)

**ED 199 207** SP 017 597  
Goldberger, Michael  
**A Taxonomy of Psychomotor Forms. Occasional Paper No. 35.**  
Michigan State Univ., East Lansing. Inst. for Research on Teaching.  
Spons Agency—National Inst. of Education (ED), Washington, D.C.  
Pub Date—Aug 80  
Contract—400-76-0073  
Note—27p.  
Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$2.50).

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Curriculum Development, \*Developmental Stages, Educational Objectives, Elementary Secondary Education, Human Body, \*Motor Development, Movement Education, \*Perceptual Motor Learning, Physical Education, \*Psychomotor Objectives, \*Psychomotor Skills, Sequential Learning, \*Skill Development  
A taxonomy of psychomotor skills provides a classification of all human movement forms. The development of motor skills in this hierarchy begins with the reflexive physical responses of the infant. The stages of growth include basic interactive movement forms, skilled movement forms, and functional and creative movement forms. This taxonomy offers a way of viewing motor behavior based on a developmental rationale. A model is presented that offers a framework for the identification of all instances of human movement, whether they be dance, work, or sport related. This model focuses on what a movement does developmentally for the body. In developing a physical education curriculum, the model and taxonomy can be used in making decisions about: (1) the overall goals of the program; (2) the scope and sequence of the content; (3) the development of specific learning activities and materials; and (4) the selection of assessment objectives and techniques. (JD)

**ED 199 208** SP 017 602  
Parkay, Forrest W., Conoley, Colleen

**Discipline in the Schools: The Relationship of Educators' Attitudes About Corporal Punishment to Selected Variables.**

Spons Agency—Southwest Texas State Univ., San Marcos.  
Pub Date—81  
Grant—21187  
Note—16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Aggression, Behavior Modification, \*Corporal Punishment, \*Discipline Policy, Elementary Secondary Education, Negative Reinforcement, \*Psychological Characteristics, \*Teacher Attitudes, \*Teacher Characteristics  
The purpose of this study was twofold: (1) to determine educators' attitudes toward corporal punishment and its alternatives in a variety of school settings throughout the Southwest; and (2) to explore the relationships between respondents' attitudes and such independent variables as dogmatism, sex, experience, level of education, job description, type of school, and school location. Findings reveal that: (1) Males advocated the use of corporal punishment much more frequently than did females; (2) Private school teachers are less likely than public school teachers to recommend corporal punishment; (3) High dogmatism scores were significantly related to belief in corporal punishment; (4) Teachers were found to have significantly higher dogmatism scores than principals or counselors; and (5) An educator's level of dogmatism was found to vary inversely with the level of education attained. A copy of the survey instrument is appended. (JD)

**ED 199 209** SP 017 612  
Hyatt, Norman F.

**Community Education Competencies.**  
Pub Date—11 Dec 80

Note—15p.; Paper presented at the National Council of States on Inservice Education (San Diego, CA, December 11, 1980).

**Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)**  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Education, \*Competence, Financial Support, Goal Orientation, \*Leadership Qualities, \*Leadership Training, Needs Assessment, Policy Formation, Postsecondary Education, Principals, \*Program Development, Resource Allocation, Superintendents  
Competencies considered to be essential to the community school district superintendent, the education coordinator, school principals and superintendents, and the community education director are examined. High priority is given to those qualities the community has a right to expect from its educational leaders. Competencies in the areas of public relations, program planning, research and evaluation, funding, and policy implementation are identified as they relate to the role of each of these leaders in community education. Throughout this discussion, emphasis is placed on the concept of community leadership as stewardship of all human and material resources of the community. (JD)

**ED 199 210** SP 017 614  
Dolce, Carl J.

**Conservatism in America—What Does It Mean for Teacher Education?**  
Pub Date—Feb 81

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17, 1981).

**Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)**  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cultural Pluralism, \*Culture Conflict, Curriculum Design, \*Educational Policy, Educational Principles, Equal Education, Family School Relationship, Government Role, \*Political Socialization, \*Social Values, \*Sociocultural Patterns, Teacher Education, Values Clarification  
Identifiers—\*Conservatism  
The current conflict among opposing sets of cultural ideals is illustrated by several interrelated conditions. The conservative phenomenon is more complex than the traditional liberal-conservative dichotomy would suggest. Changes in societal conditions invite a reexamination of basic assumptions across the broad spectrum of political ideology. Modern technology and a politically active fundamentalist movement enhance and distort the image of the breakdown of our consensus of values, while, in reality, contradictory sets of ideals have always existed. Specific conservative groups must be distinguished not by their stand on one issue, but by how their values cluster along a continuum. Many school-related issues cut across traditional political boundaries, such as taxation, basic skills achievement, discipline, equal educational opportunity, and curriculum design. Those in the field of teacher edu-

cation must acknowledge the reality of the problems faced by the schools and the need for greater emphasis in the history and philosophy of education, and should expect increased criticism in the future. (FG)

**ED 199 211** SP 017 615  
Reed, Ronald F.

**Some Presuppositions of 'Analytic Thinking'.**  
Pub Date—Feb 81

Note—14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981).

**Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)**  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Style, Elementary Education, \*Elementary School Teachers, Inservice Teacher Education, \*Intellectual Development, \*Logical Thinking, \*Moral Development, \*Power Structure, Teacher Education Programs, Teacher Role  
A year-long seminar for elementary teachers in analytic thinking for children (ATC) is offered at the School of Education at Texas Wesleyan College. ATC uses philosophy and logic to help children understand how they think and to improve their reasoning. Four guidelines are given: (1) Discuss the nature and function of authorities and arguments from authorities; (2) Avoid ethical pronouncements; (3) Elicit the support of authorities such as parents, church, and school; and (4) Model intellectual activity on a cooperative rather than a competitive base. In the main text used in the ATC seminar, "Harry Stottlemeyer's Discovery," a novel by Matthew Lipman, children are placed in an environment in which there appears to be no authorities at all or unknown authorities. This becomes a logical exercise, in which the child is free to learn rules without worrying whether the rules have any connection with the real world. The only pressure put on the child is to discover the rules of the exercise. It is noted, however, that shaking a child's beliefs in real world authorities is morally and intellectually reprehensible. The ATC program maintains that the proper person to enhance a child's analytic development is the suitably trained elementary school teacher. (FG)

**ED 199 212** SP 017 616  
Brennan, Mary Alice, Ed. And Others

**Handbook on Teacher Renewal and Development.**  
NAIS Teacher Services Committee.

National Association of Independent Schools, Boston, Mass.  
Report No.—ISBN-0-934338-45-0  
Pub Date—81

Note—76p.  
Available from—National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 (\$6.75).

**Pub Type—Reports - Descriptive (141)**  
**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Degrees (Academic), \*Financial Support, \*Individual Development, Inservice Teacher Education, Postsecondary Education, \*Private Schools, \*Professional Development, \*Sabbatical Leaves, \*Staff Development, Summer Programs, Teacher Certification, Teacher Role, Teacher Salaries  
This handbook offers insights and discussions on opportunities for professional growth and career expansion available to private school personnel. Overviews are presented on the relationship between the private school and its faculty, and the school's responsibility to encourage individual development in faculty members as well as in students. Requisites of an effective professional development program are outlined, and descriptions are given of programs in selected schools. Lists and statements about organizations, activities, books, and films that may serve as useful resources to professional development program planners are offered. (JD)

**ED 199 213** SP 017 618  
Pattavina, Paul, Ramirez, Ramiro R.

**Generic Affective Competencies: A Common Bond Between Regular and Special Educators.**  
Pub Date—22 Apr 80

Note—29p.; Paper presented at the CEC National Convention (Philadelphia, PA, April 22, 1980).

**Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)**

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, Exceptional Persons, Inservice Teacher Education, \*Learning Disabilities, \*Mainstreaming, \*Minimum Competencies, Secondary Education, Special Education, \*Teacher Effectiveness, \*Teacher Improvement, \*Teaching Skills, Teaching Styles

The recent integration of learning disabled students into regular classrooms has emphasized the need of the regular classroom teacher to have special education competencies. The implication is that all teachers should attain a certain level of knowledge, skills, and abilities. The Generic Affective Competency (GAC) model identifies how teachers can systematically attend to many issues of behavioral management through specific practices of instruction, interaction, and classroom management. Many of the competencies relate directly to empirical findings from both clinical-experimental and applied educational settings, while others are supported by theoretical constructs and models. The CONCERT inservice training model recognizes and enhances the different abilities, motivations, and perceptions of teachers, rather than standardizing the competencies of school personnel. Four interrelated phases are used in the CONCERT model: (1) awareness activities; (2) instruction in affective skills; (3) demonstration projects and specific skill development; and (4) withdrawal and implementation phase. (FG)

**ED 199 214** **SP 017 619**

Bingham, Ronald D. Hardy, Garry R.

**Prospective Teacher Selection and Personal Development: Using Preservice Counselors as Facilitators.**

Pub Date—Feb 81

Note—9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Admission Criteria, Career Choice, \*Counselor Client Relationship, \*Counselor Training, \*Education Majors, Field Experience Programs, Higher Education, \*Individual Development, Informal Assessment, \*Preservice Teacher Education, Student Attitudes, Student Evaluation, Student Recruitment, Teacher Effectiveness

A teacher education program designed to select and retain students who have a probability for success is described. The program is a cooperative effort of the Department of Counselor Education and the Department of Elementary Education at Brigham Young University. The prospective teacher is provided experiences, both on campus and in the field, that make possible a careful assessment of the teaching profession and the likelihood of personal compatibility with the teaching role. Advanced students in the Counselor Education Department, under faculty supervision, offer preservice teachers workshops, seminars, consultation, and individual and group counseling. Part of this guidance service includes a Personal Assessment Feedback program which enables the prospective teachers an opportunity to explore the appropriateness of their career choice and also provides counselor and faculty with a framework for helping them in personal and professional development. (JD)

**ED 199 215** **SP 017 620**

Hermanowicz, Henry J.

**Toward a New Model of Teacher Education.**

Pub Date—Sep 80

Note—26p.; Paper presented at the Crossgate Seminar sponsored by the Pennsylvania Department of Education.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Assessment, \*Educational Change, Educational Trends, \*Education Courses, Education Majors, Higher Education, Preservice Teacher Education, Program Development, \*Teacher Education Curriculum, \*Teacher Education Programs

Criticism of the field of teacher education should be constructive from those within the field. Given the rich background of experimentation, research, and substantive ideas in education, teacher educators should take the initiative for improving the

profession rather than have legislative or policy mandates imposed upon them. Developments in the 1960's and 1970's, such as the curriculum reform movement, microteaching, the Teacher Corps, the Education Professions Development Act, competency based teaching, and PL 94-142, should serve as a prelude for redesigning teacher education programs in the 1980's. An autonomous two-year program of professional post-baccalaureate studies has been proposed. The undergraduate courses for prospective teachers would also be revamped under this plan, the results of which would be greater depth and enrichment in content areas for secondary school teachers and comprehensiveness for elementary school teachers. All prospective teachers would study exceptionalism, educational psychology, measurement and evaluation, curriculum, and school and community relationships. The second year of the two-year program would involve full time study and clinical experience in a public school district as a training laboratory. Examples of courses and semesters are given. (FG)

**ED 199 216** **SP 017 623**

Pattavina, Paul. Gotts, Ernest A.

**The "Outer Dimensions of Classroom Conflict" Training Package. Trainer's Manual. CONCERT Project.**

Texas Univ., Dallas.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Feb 79

Grant—G007801843

Note—69p.; Further information on this program is available from: Special Education Program, School of Human Development, The University of Texas at Dallas, P.O. Box 688, Richardson, TX 75080.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adolescents, \*Behavior Problems, \*Classroom Techniques, \*Conflict Resolution, Discipline Problems, Emotional Problems, Informal Assessment, Inservice Teacher Education, Mainstreaming, Secondary Education, Student Teacher Relationship, Teacher Behavior, \*Teacher Response

The materials described in this manual are based on a series of anecdotes of conflict situations in secondary classrooms. The situations focus on emotional and behavioral problems of adolescents. This trainer's manual is intended to be used with a videotape cassette that depicts fifteen vignettes of classroom events in which student behavior problems are portrayed. A series of teacher's response forms is provided for each episode, offering choices between five clusters of teacher behaviors. The clusters are: (1) authoritative-appealing to outside authority; (2) neutral facilitation; (3) incentive manipulation; (4) interview and supportive intervention; and (5) deliberate ignoring. The vignettes are presented in narrative form along with the worksheets and may be used with or without the accompanying videotape. (JD)

**ED 199 217** **SP 017 625**

Arends, Richard I. And Others

**The Educational Dean: An Examination of Behaviors Associated with Special Projects.**

Pub Date—19 Feb 81

Note—19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Role, Change Agents, Conflict Resolution, \*Curriculum Development, \*Deans, Higher Education, Information Dissemination, \*Leadership Styles, Mainstreaming, \*Motivation Techniques, Persuasive Discourse, Policy Formation, Program Budgeting, Resource Allocation, \*Schools of Education, Teacher Education Programs

Identifiers—\*Deans Grant Project

A study was made of the crucial role of the college dean in implementing curriculum changes in schools of education. With the passage of the Education for Handicapped Children law, reform in teacher education programs became necessary. College deans were given federal grants along with the responsibility of overseeing major educational innovations. The following duties on the part of the dean, critical to supporting the faculty at a time of

change, were identified: (1) managing a temporary system to carry out project activities; (2) allocating resources; (3) performing ceremonial functions; (4) acting as a persuader; (5) providing social and political support; (6) serving as liaison to outsiders; (7) disseminating information; and (8) interacting on a personal level with project staff, faculty, and others related to the grant. (JD)

**ED 199 218** **SP 017 626**

Kitto, Lois

**A Small District Staff Development Model.**

Pub Date—80

Note—14p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Advisory Committees, Financial Support, Individual Development, Inservice Teacher Education, Needs Assessment, Postsecondary Education, Program Development, Released Time, \*School Community Relationship, \*School Districts, Sequential Approach, \*Staff Development, Teacher Centers

Identifiers—\*Small School Districts

A model was designed for staff development in a small school district comprised of 1300 students, 86 teachers, five administrators, and one elementary, one middle, and one high school. The central unit of the model is the Inservice Continuing Education Committee (ICEC). Membership in the ICEC includes representatives from the school, the school district administration, and the school board. All staff members have a direct line of communication to the ICEC. An assessment of inservice needs was conducted by meetings of small groups representing all participants in the educational community. Staff improvement programs were established in the following areas: (1) individual professional growth, including released time and financial aid for personal projects; (2) a teacher center for curriculum development with program emphasis on sequential K-12 curriculum; (3) cooperative efforts to standardize disciplinary procedures; and (4) community communication and cooperation. (JD)

**ED 199 219** **SP 017 628**

Professor Pet.

Pet Information Bureau, New York, N.Y.

Spons Agency—American Pet Products Manufacturers Association, New York, N.Y.

Pub Date—80

Note—38p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Animal Behavior, Animal Facilities, \*Animals, \*Class Activities, Elementary Education, Individual Development, Interaction, Student Attitudes, Student Behavior, \*Teaching Methods

Identifiers—\*Pets

This manual outlines ways in which observation and care of classroom pet animals may be used to enrich the education of elementary school children. Part one deals with the benefits of having pets in the classroom. Part two illustrates ways in which pets can serve as valuable teaching tools and gives examples of lessons in which the use of pets can encourage youngsters to learn. Part three describes how to set up a pet station, lists the basic care involved, and offers supplementary reading sources. Part four enumerates the various pets suggested for classroom use, details housing requirements, additional supplies needed, and offers instructions for care and feeding. Part five lists additional educational materials available along with a list of supplementary children's books. (JD)

**ED 199 220** **SP 017 630**

Pine, Gerald J.

**The Certainty of Change Theory: An Analysis of Experience and Ideology.**

Pub Date—81

Note—47p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Dallas, TX, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Change Agents, \*Change Strategies, Conflict Resolution, Decision Making, Developmental Stages, Educational Innovation, \*Individual Development, \*Inservice Teacher Education, Interaction, \*Organizational Change, Postsecondary Education, \*Research Utilization, Teacher Participation

Identifiers—\*Teacher Corps

A change strategy, known as "systematic ad ho-

cism," is based on three assumptions: (1) A concentration on individual teacher concerns as a first step in the change process is justifiable; (2) Encouragement of dialogue among teachers who have taken individual actions leads to collaborative actions and provides bases for organizational change; and (3) Inservice education must be responsive to stated needs, involve both theory and practice, and allow multiple entry and exit points for the teaching staff through multiple delivery systems. A description is given of adapting this change strategy in a Teacher Corps project and of the project's successes and failures in achieving change. An analysis is given of ideologies of change as they inform theory and practice. It is concluded that fundamental macro educational change has been difficult to achieve because change theory and technology have been historically weak. (JD)

ED 199 221

SP 017 631

Pine, Gerald J.

# **Collaborative Action Research: The Integration of Research and Service.**

Pub Date—Feb 81

Note—38p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Action Research, Change Agents, \*College School Cooperation, Curriculum Development, Educational Innovation, \*Educational Researchers, Inservice Teacher Education, Postsecondary Education, Program Evaluation, \*Research Methodology, Research Utilization, \*Teacher Participation, \*Teamwork

As a collaborative process, action research begins when educational researchers, university faculty, and teachers assist each other in developing the skills to identify and conceptualize problems. The fundamental principle of collaborative research is that the research process is based on a system of discussion, investigation, and analysis in which the researched are as much a part of the process as the researcher. Teachers, working with researchers in school situations, are in a position to observe and document actual life situations. A proposal is made for the formation of a collaborative action research team, consisting of undergraduate education students, interns, classroom teachers, and university faculty. An exploration of the research potential open to this team is made. (JD)

ED 199 222

SP 017 635

Johnson, Gayle S.

# **An Investigation of Selected Variables and Their Effect upon the Attitude Toward the Teaching of Elementary School Mathematics by Prospective Elementary School Teachers.**

Pub Date—Jan 81

Note—16p.; Paper presented to the Southwest Educational Research Association (Dallas, TX, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Course Evaluation, \*Education Majors, Elementary School Mathematics, Higher Education, \*Mathematics Anxiety, \*Mathematics Instruction, Methods Courses, \*Preservice Teacher Education, \*Student Attitudes, Teacher Education Curriculum

Several surveys of students enrolled in elementary school mathematics methods courses provided the background for a pilot study of attitudes on teaching elementary mathematics. In a discussion of the literature on the subject, the importance of teachers' attitudes and their influence on children's attitudes is stressed. Two exploratory studies of attitudes towards a mathematics methods course led to the development of an Attitude Toward Teaching Mathematics Scale. This scale, which is appended to the study, tested variables that were found to be important in the previous tests, such as instructors, field experiences, mathematics achievement, and the impact of the fear of mathematics. The scale will be used as a dependent variable in a study to be conducted in 1981. (FG)

ED 199 223

SP 017 637

Guenther, Ruth M.

# **The Effect of Nutritional Therapy on Rehabilitation of Alcoholics.**

Pub Date—81

Note—113p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Alcoholism, \*Behavior Modification, Biochemistry, \*Dietetics, Educational Therapy, \*Nutrition Instruction, Psychotherapy, Recidivism, \*Rehabilitation Counseling

In this study, nutrition therapy was found to be an important variable in the successful treatment of alcoholism. Traditional treatment methods, such as psychological and institutional approaches, social and group therapy, and chemotherapy, are noted. Research on nutritional needs of individuals has led to an orthomolecular concept which holds that each person has unique inherited biological needs. Orthomolecular treatment strives to attain the optimum concentration of all nutrients needed by the body, particularly the brain. The literature on this treatment indicates a 25 percent rate of recidivism, while traditional methods report a 65 to 75 percent rate of recidivism. For this study, a control group of rehabilitation patients received psychotherapy treatments, and an experimental group received both nutritional therapy and psychotherapy. The nutritional therapy consisted of: (1) diet modification; (2) vitamin and mineral supplements; and (3) nutrition education. One month after the treatment, no significant differences between the two groups were found in psychological, medical, and self help tests. However, six months after the treatment, 81 percent of the experimental group reported that they were not drinking, compared to 38 percent of the control group. A combination of psychotherapy and orthomolecular therapy shows promise of success far above that which is currently experienced using traditional methodology. If rehabilitation is to be effective, the physiological basis of antisocial behavior must be recognized. (FG)

ED 199 224

SP 017 639

Noonan, Al

# **A Systematic Approach for Measuring Sustained Effect and for Comparing Compensatory Education Programs Using Achievement Test Data.**

Education Service Center Region 20, San Antonio, Tex.

Pub Date—Jan 81

Note—16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Tests, Bilingual Education, Compliance (Legal), \*Computer Assisted Testing, Elementary Secondary Education, Evaluation Methods, Experimental Programs, Federal Programs, \*Longitudinal Studies, \*Measurement Techniques, Migrant Education, Program Effectiveness, \*Program Evaluation, School Districts

The system discussed in this paper was successfully used to track approximately 17,000 students participating in various educational programs and to measure their gains through achievement test results. It was developed for a school district with twelve supplementary instruction programs, and has been in use since the 1975-76 school year. The evaluation method was used to fulfill federal reporting requirements and to conduct longitudinal studies in measuring the impact of instructional programs. Programs in which kindergarten through high school students were tracked included: Title I, Title VII, State Bilingual, Migrant, and Experimental Schools. Inservice training was conducted to familiarize teachers and counselors with the materials required in the process. Greater speed in reporting test results, and increased specificity of scores for each student helped to alleviate teacher resistance to the extra record keeping involved. Appendices include a list of references, examples of scoring sheets, program code numbers, a list of the scoring codes, their corresponding programs, and the matching design. (FG)

ED 199 225

SP 017 640

Yao, Esther Lee

# **A Training Program in Asian-American Culture for Elementary School Teachers.**

Pub Date—Jan 81

Note—22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 28-31, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, \*Asian Studies, \*Course Content, Cultural Differences, Curriculum Development, \*Elementary School Teachers, \*Graduate Study, Higher Education, Inservice Teacher Education, \*Multicultural Education, \*Teacher Attitudes

This one year training program consisted of four graduate courses aimed at developing an awareness and understanding of the ethnic heritage of Asian Americans in selected elementary school teachers. It was designed to equip classroom teachers with information, strategies, and materials needed to help their students become more ethnically aware, and consequently, more sensitive to cultural differences. The courses were about: (1) acculturation through education; (2) education of the culturally different learner; (3) children from culturally different backgrounds; and (4) curricular needs of culturally different students. A complete outline of each course is presented in this report. In evaluating the results of the training program, it was found that the participants' attitudes toward Asian American ethnic groups were positively improved. (JD)

ED 199 226

SP 017 641

Pattavina, Paul

# **Generic Affective Competencies for Teachers of Socially and Emotionally Disturbed Adolescents. Final Draft.**

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 81

Note—34p.; Paper presented at the Regional Conference on Emotional Disturbance (Austin, TX, February 6, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, \*Affective Behavior, Antisocial Behavior, \*Classroom Techniques, Disabilities, \*Emotional Disturbances, Exceptional Persons, \*Mainstreaming, Normalization (Handicapped), Secondary Education, \*Teaching Skills

It seems likely that, as more handicapped students are being integrated in regular classrooms, teachers will need effective skills and strategies for working with children with handicapping conditions. This report discusses a set of teaching competency statements which address students' affective domain behaviors. The focus encompasses generic affective competencies (GACs) which appear to be a common bond between special and regular classroom teachers. The GAC statements result from observed teacher behavior and theoretical considerations. A review of relevant literature is given as background for the 41 field-tested skill statements, which are grouped into three clusters of teaching behavior: establishing an affective climate; managing behavior conflicts and crises; and using positive classroom management practices. The importance and implications of the three clusters are discussed, with references to recent studies and reports. A summary is given, and a list of the references used in the text is appended. (FG)

ED 199 227

SP 017 644

Williams, Robert T.

# **The Training, Availability, Certification, and Assignment of Secondary School Mathematics Teachers.**

Pub Date—19 Feb 81

Note—8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Knowledge Level, \*Mathematics Teachers, Policy Formation, Secondary Education, Teacher Certification, Teacher Effectiveness, \*Teacher Employment, \*Teacher Participation, \*Teacher Placement, \*Teacher Shortage, \*Teacher Supply and Demand



This paper reports on an analysis of the shortage of mathematics teachers in North Carolina. It was found that: (1) The effects of the shortage fell on the remedial math students, general math students in high school, and seventh and eighth grade classes; (2) The percentage of new math teachers among all new secondary teachers has declined; (3) The number of reported vacancies has been declining; and (4) In most years, the number of new math teachers graduated exceeded the number of vacancies. It is commonly recognized that many math education graduates choose employment outside of the schools. A discussion is presented on certification policies, incentives, and the institution of penalties for out-of-field teaching, particularly for those mathematics teachers who are teaching subjects other than their own specialty. (JD)

**ED 199 228** SP 017 645

Banks, William H., Jr.

Overview of "Human Interaction in Education".

Pub Date—[78]

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Skills, Course Content, Higher Education, \*Interaction, \*Interpersonal Competence, \*Preservice Teacher Education, Sensitivity Training, Student Teacher Relationship, Teacher Attitudes, Teacher Education Curriculum, Teacher Response, \*Teaching Skills

A course for students of secondary education was designed to help them develop insights into human interaction and to develop and practice communication skills. It was hoped that these students would develop and practice communication skills in their daily lives, so that their chances of using them in the classroom would be improved. The class was partitioned and scheduled so that a relatively large number of students could participate in communication exercises and the teacher could interact with nearly every class member during each meeting. Video tapes introduced students to specific concepts, and a study guide was written to accompany the tapes, provide exercises, and list additional readings. The material covered in the course and the concerns of the faculty in developing the course were supported by a report which found that teacher education programs lack the human interaction element. The table of contents of the study guide is appended, as well as a list of primary and secondary references used in the class, and several role playing and classroom situation exercises. (FG)

**ED 199 229** SP 017 646

Hales, Gary

Measuring Moral Judgement: The Implications of Situation Specificity.

Pub Date—81

Note—15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Affective Measures, \*Attitude Measures, Decision Making, Developmental Stages, \*Ethics, Human Relations, \*Moral Values, Opinions, Postsecondary Education, Secondary Education, Social Attitudes, \*Social Problems, \*Student Attitudes

Research has suggested that moral judgment is a construct which can be measured to some degree by an objectively scored instrument. This study investigated whether moral judgment is stable enough to be accurately measured. A test of moral judgment was developed, and special care was taken to ensure that the researcher was aware of the moral issues to which the participants were responding. Students, ranging from junior high school level to post-college, participated. Moral judgments made with reference to the pairs of moral issues presented in two dissimilar contexts were compared. Findings suggested that moral judgment may be situation specific. To the extent that moral judgment is situation specific, accurate measurement would be difficult, because there is an infinite number of scenarios in which any two moral issues could be portrayed. (Author/JD)

**ED 199 230** SP 017 647

Otey, John W.

The Sociometric IEP.

Pub Date—Jan 81

Note—14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Environment, Classroom Research, Elementary Secondary Education, Exceptional Persons, Individualized Education Programs, Interpersonal Relationship, Mainstreaming, \*Peer Acceptance, \*Socialization, \*Sociometric Techniques, \*Student Attitudes

This paper presents a method of identifying classroom social structures that can be used by teachers involved with writing behavioral objectives and Individualized Education Plans (IEP). By measuring the classroom environment, one has a greater probability of achieving the desired learning environment. A sociometric test enables the teacher to know where to begin and how to arrange the necessary conditions for learning. Because the test is not standardized, a personal procedure should be established so that sociograms can be compared over a period of time. Assumptions, procedures, and uses of this sociometric technique are stated, followed by a list of precautionary guidelines. The method is described in eight steps and involves students' selections of peers to work with (or not to work with) on small projects. All choices are kept secret by the teacher and used to plot the sociograms. It is noted that some students may be reluctant to make choices and that students are generally hesitant in making the negative choices, even though they are kept secret. Students' social skills, isolated students, and cliques become apparent, and the teacher can observe more accurately the students' attitudes towards their classmates. (FG)

**ED 199 231** SP 017 652

Drezek, Stan And Others

Who Evaluates the Evaluator?—A Case Study of Evaluators Practicing Their Precepts.

Education Service Center Region 20, San Antonio, Tex.

Pub Date—Jan 81

Note—25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (4th, Dallas, TX, January 29-31, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Researchers, \*Evaluation Criteria, \*Evaluation Methods, \*Evaluators, Formative Evaluation, \*Needs Assessment, Program Evaluation, \*Self Evaluation (Groups), Summative Evaluation, User Satisfaction (Information)

The Evaluation Services component of the Education Service Center, in San Antonio, Texas, evaluated nine Special Education programs conducted by the Center. It was decided to evaluate the actual impact of these reports, which examined the programs' major accomplishments. The thirty professional staff involved in the programs were surveyed. Fifty percent of the staff agreed that Evaluation Services had had a positive impact on their programs. However, their ratings and comments clearly reflected a need for specific improvement in the conduct of the evaluation process. Data are given on the findings of the survey and the actions taken by Evaluation Services. A copy of the survey instrument is appended. (JD)

**ED 199 232** SP 017 656

Presse, Norman J. Scalise, Joseph J.

Student Affect in the University Classroom.

Pub Date—81

Note—12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, \*Class Size, College Faculty, \*Course Evaluation, Higher Education, Learning Processes, Sex Differences, \*Student Attitudes, \*Student Evaluation of Teacher Performance, \*Student Reaction, Teacher Effectiveness

The purpose of this study was to investigate students' perceptions of courses and instructors. The subjects were 810 undergraduate and graduate students enrolled in education and psychology courses. A Feelings About Course test, consisting of a 50 item true-false instrument, was administered. Independent variables were the classification of the students, class size, grade point average, college enrolled in, sex of the student, sex and age of the instructor, and the years of instructors' experience. Grade point average, class size, and the sex of the respondent emerged as significant variables. Of these, class size appeared to have the strongest impact on students' perceptions of courses and instructors. (JD)

**ED 199 233** SP 017 657

Hoot, James L. Lumsden, D. Barry

Aging Education in the Public Schools—Coming of Age?

Pub Date—Jan 81

Note—6p.; Paper presented at the Annual Conference of the Southwest Educational Research Association (4th, Dallas, TX, January 29-31, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aging (Individuals), Curriculum Development, \*Educational Gerontology, Elementary Secondary Education, Gerontology, Inservice Teacher Education, \*Instructional Materials, \*Older Adults, Program Development, \*Teacher Attitudes

A statewide survey of elementary and secondary teachers in Texas indicates that little attention is currently given to direct teaching about aging or to integrating this content area into the school curriculum. The following questions were asked: (1) To what extent is aging incorporated into the public school curricula? (2) Would increased involvement in teaching about aging be achieved if instructional materials were available? (3) Have efforts in teaching aging been perceived as successful by those who teach this content area? and (4) What is the likelihood that teachers would become involved in short-term inservice training to prepare them to deal with aging issues? Results indicated that, if instructional materials were available, many teachers would teach concepts of aging. A majority of respondents indicated interest in inservice programs relating to aging. (JD)

**ED 199 234** SP 017 660

Whitfield, Truman

Responsive Staff Development and Continuing Education for Rural School Districts. Some Issues and Approaches.

Pub Date—Feb 81

Note—18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Credits, \*College School Cooperation, \*Field Instruction, Human Resources, \*Inservice Teacher Education, Postsecondary Education, Program Development, Role Perception, \*Rural Schools, \*School Districts, Staff Development, \*Teacher Education Programs

Several issues surface during the planning and implementation of field responsive continuing education and staff development programs. Among the issues facing a regional university in assisting a rural school district to plan and implement school-based programs are: (1) the need for collaboration on the part of all parties involved; (2) the environment(s) for functioning in field responsive modes; (3) the impact of field responsive programs on role perceptions and functions of all parties involved in the programs; (4) the kinds of resources that are required; and (5) whether or not credit will be provided for those who work in these programs. (FG)

**ED 199 235** SP 017 668

Dickson, Richard L.

Implementing the Individualized Education Program through Data Based Decision Making.

Pub Date—Dec 80

Note—24p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (5th, San Diego, CA, December 10, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Advisory Committees, \*Cooperative Planning, \*Data Bases, Decision Making, Educational Diagnosis, Elementary Secondary Education, \*Exceptional Persons, \*Individualized Education Programs, Mainstreaming, Parent Participation, Program Development, \*Program Implementation, Special Education, Staff Development, Student Needs

The complex process of developing Individualized Education Programs (IEPs) and the placing of handicapped students is discussed. The IEP is developed by the school administrator, the child's teachers, and the child's parents. A model of an efficient system for implementing an IEP is described. The basis of the model is the collection and coding by trained data collectors of all written referral information, psychoeducational assessment reports, and IEP contents. The guiding body of the IEP implementation project is a steering committee comprised of a parent of a handicapped student, a special educator, a general educator, key administrative personnel, and the project director. A description is given of the way in which this steering committee, working from all available data, can successfully implement IEPs in a school system. (JD)

**ED 199 236**

SP 017 671

*Lavergne, Frances Ann***The Development and Testing of a Systematic Observation Instrument with a Focus on Academic Disruption in the Classroom (SOBAD).**

Pub Date—Feb 81

Note—10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Communication, Classroom Environment, \*Classroom Observation Techniques, \*Classroom Techniques, \*Discipline Problems, Management Development, Postsecondary Education, \*Student Behavior, \*Teacher Behavior, Teacher Education, Teacher Workshops

A system of identifying teacher and student interactions as they relate to discipline problems was developed and validated as a method of resolving disruptive classroom behavior. SOBAD (Systematic Observation of Behavior with a Focus on Academic Disruptions) involves the use of trained observers who code and record student and teacher interactions according to ten validated behavior categories: (1) transition; (2) teacher or student instructional activity; (3) noninstructional student talk; (4) noninstructional student action; (5) confusion; (6) disruption of academic mode not initiated by teacher or student; (7) criticism; (8) unnoticed disruptive behavior; redirection; and (10) praising nonacademic behavior. A twenty hour training program for three trainees tested the reliability of the system. It is suggested that the SOBAD system be discussed in teacher or administrator inservice training and in teacher preparation programs. Appendices include a list of the ten behavior categories, an example of SOBAD data obtained during a typical classroom observation, and information concerning SOBAD workshops. (FG)

**ED 199 237**

SP 017 679

*Womack, Sid T. Morris, John E.***Expressed Values of Rural and Urban Youth.**

Pub Date—Mar 81

Note—14p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Age Differences, Citizenship Education, Elementary Secondary Education, Grade 5, Grade 8, Grade 11, \*Rural Urban Differences, \*Social Values, \*Socioeconomic Status, \*Student Attitudes

A questionnaire was developed to obtain the expressed values of a sample of 469 fifth, eighth, and eleventh grade students toward eight societal components: self; home; neighborhood; school; religion; voluntary membership organizations; state; and country. Five positive statements for each component were followed by a scale that rated the level of agreement. The data were analyzed to show differences between students in economically depressed and non-economically depressed schools, between rural and urban students, and between different age groups. The results are discussed and presented in tables. Findings are (1) The values of school-aged youth are higher than many have believed; (2) The

affluence of a rural school district is not associated with the values of its young people over a long period of time; (3) The stereotypes attributed to rural students in regard to citizenship and values are not well taken; and (4) There were quantitative differences in values between the age groups tested. It is recommended that teachers' efforts should be directed toward better citizenship on the part of all students regardless of community or economic background. (FG)

**ED 199 238**

SP 017 685

*Maddox, Kathryn And Others***Impact of the University on Improving the Quality of Education in a Secondary School Setting.**

Pub Date—Feb 81

Note—13p.; Colored pages may not reproduce clearly. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 18, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Agents, \*College Role, \*College School Cooperation, Curriculum Development, Educational Environment, \*Educational Quality, Inservice Teacher Education, Junior High Schools, Mathematics Instruction, \*Program Improvement, Reading Instruction, \*Staff Development, Teacher Attitudes

Identifiers—\*Teacher Corps

An overview is presented of a program that utilizes the abilities of a team of university professors to improve curriculum, build a staff development program, and establish diagnostic/prescriptive reading and mathematics programs in a junior high school. The school is in the inner city of Charleston, West Virginia, and its population is comprised of lower income students. Four professors, chairmen of the university's mathematics, English, social studies, and science departments, visited and worked with the staff on a regular basis for two years. A description is given of a model for staff inservice programs developed cooperatively by the university and the school. The staff improvement project is under the direction of the Teacher Corps which serves as a linking agent between the university and the school. (JD)

**ED 199 239**

SP 017 687

*Perez, Roberto And Others***Institutionalizing a Successful Teacher Corps Inservice Program: A Model for Building Ownership.**

Pub Date—Dec 80

Note—16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (5th, San Diego, CA, December 7-11, 1980). Colored pages may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advisory Committees, \*Educational Planning, \*Inservice Teacher Education, \*Needs Assessment, Postsecondary Education, Program Design, Program Implementation, \*Self Evaluation (Individuals), \*Teacher Education Programs, Teacher Workshops, Teaching Skills

Identifiers—Teacher Corps

The process for initiating an inservice program begins with the appointment of an Inservice Education Steering Committee (IESC), composed of teachers, teacher aides, parents, and administrators. In the first phase of the model, the IESC reaches a consensus on what inservice education is, why it is needed, and who plans and conducts it. In the second phase, teaching competencies are identified and classified. A needs assessment is conducted in the third phase. The information gathered from the needs assessment is used to plan workshops and to provide for leadership and the continuation of the program. The fifth and last phase is concerned with personalizing training for each individual and grouping teachers according to stated needs. Each group plans a training program and submits its request to the IESC. After approval, further planning is done by each group, including arranging for consultants, travel, and providing substitutes. Six attachments provide information on Teacher Corps goals and competencies, IESC functions, characteristics of inservice programs, and teaching skills and behaviors. (FG)

**ED 199 240**

SP 017 688

*Perez, Roberto***A Comparison of Centralized and Decentralized Inservice Education Programs: Teacher Involvement, Program Characteristics, and Job Satisfaction.**

Pub Date—Dec 80

Note—12p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (5th, San Diego, CA, December 8, 1980). Colored pages may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Centralization, College School Cooperation, Comparative Analysis, \*Decentralization, Decision Making, Elementary Secondary Education, \*Inservice Teacher Education, Job Satisfaction, Locus of Control, \*Self Determination, Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Participation, \*Teacher Role

Inservice programs that are likely to accomplish their objectives are characterized by: (1) differentiated training experiences; (2) teachers in active roles; (3) an emphasis on demonstration, supervised trials, and feedback; (4) sharing and mutual assistance; (5) activities linked to a general effort of the school; (6) teachers who choose goals for themselves; and (7) self-initiated, self-directed training activities. This study compared these desirable program characteristics as they existed in both centralized (district-based) programs and decentralized (school-based) programs. A survey conducted in 128 schools in Texas revealed greater overall satisfaction with programs classified as decentralized than with those identified as centralized. Recommendations are offered for general improvement of inservice programs. A copy of the survey instrument is appended. (JD)

**ED 199 241**

SP 017 691

*King, Viola D. Martin, Bettye H.***A Study of the Relationship Between the Amount of Student Teacher's Prior Contact with Children and Anxiety Level During Student Teaching.**

Pub Date—81

Note—13p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Anxiety, Classroom Techniques, Field Experience Programs, Higher Education, \*Interpersonal Competence, Preservice Teacher Education, \*Stress Variables, \*Student Teacher Relationship, \*Student Teachers, Teacher Response

This study investigated the relationship between the prior degree of contact of student teachers with children and the anxiety level of the student teachers before and during actual contact with children in the classroom. Subjects of the study were student teachers beginning classroom teaching experiences in the spring semester before graduation. All of the classrooms were judged of equal difficulty in terms of academic and behavior management problems. Results of anxiety tests administered over a six week period indicated that the anxiety level tended to be higher for the group with low previous contact with children. However, this anxiety seemed to diminish as the student teacher continued to interact with pupils. Results of the study having implications for teacher education are discussed. (JD)

**ED 199 242**

SP 017 692

*Murray, Frank B.***The Doctoral Portfolio as a Measure of Quality.**

Pub Date—[77]

Note—7p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Standards, Competency Based Education, \*Degree Requirements, \*Doctoral Programs, \*Educational Innovation, Evaluation Methods, Higher Education, \*Professional Education, Schools of Education, \*Student Evaluation

A school of education faculty designed the Doctoral Portfolio as a device for assessing their doctoral students' competence in the tasks that professional academics routinely perform. Each student assembled a portfolio after the completion of a set of core courses and before the dissertation. The components assessed in the portfolio were: (1) a research study written in publishable form; (2) a research presentation to at least one professional

meeting; (3) at least one literature review, suitable for publication in a review journal; (4) a detailed course outline for one graduate semester in the student's specialization; (5) a review of current advanced textbooks at a publishable level; (6) the design, implementation, and evaluation of a curriculum unit or module; and (7) the dissertation proposal. After the proposal was transmitted to an advisory committee, the student was examined on its content. Eighteen students evaluated the program and rated all of the components except the curriculum design in the good to excellent range. The Doctoral Portfolio was found to be an innovative way to apply competency based education to doctoral training. (FG)

**ED 199 243** SP 017 693  
*Braun, Joseph A., Jr.*  
**Processing the Emotional Needs of the Preservice Teacher.**

Pub Date—[77]

Note—11p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cooperating Teachers, Field Experience Programs, \*Group Counseling, Group Therapy, \*Helping Relationship, Higher Education, \*Interpersonal Competence, Mental Health, Preservice Teacher Education, Self Concept, \*Stress Variables, Student Attitudes, \*Student Needs, \*Student Teachers, Teacher Responsibility

An approach to reducing stress in student teachers, known as the Circle, incorporates the basic strategies of group counseling. The Circle is comprised of a small group of students gathered in a relaxed atmosphere for the purpose of sharing new teaching experiences common to all. The accepting, nurturing attitude of the Circle creates an environment where candid discussion of problems and successes can be productive. Discussion sessions focus upon getting individuals attuned to their positive and negative thoughts and emotions, clarifying individual self-concepts and understanding of responsibilities, and encouraging development of personal competence in social interaction. (JD)

**ED 199 244** SP 017 711  
*Walters, Ellen*  
**Field Based Centers: The Missing Link?**

Pub Date—Feb 81

Note—9p; Paper presented at the Annual Meeting of the Association of Teacher Educators (61st, Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cooperative Programs, \*Coordination, \*Field Experience Programs, Higher Education, \*Linking Agents, Organizational Development, \*Preservice Teacher Education, Program Design, \*Rural Schools, Team Teaching  
 The implementation of a field experience program for a university situated in a large and sparsely populated area is described. Twelve faculty teams provide the structure for student advising, instruction, and supervision of field experiences. The need for a single organizational unit to facilitate the logistics of integrating the wide-spread activities of students and faculty members generated the concept of a Field-Based Center. When field experiences are requested, the Field-Based Center Director contacts the designated person in each district, and arrangements are made. These include assigning the student, arranging transportation, providing course assignments for the classroom teachers, and orienting the student to procedures and rules in the school or agency. Operations of each Field-Based Center are governed by an advisory board made up of teachers, administrators, and representatives from the school districts. (JD)

**ED 199 245** SP 017 712  
*Webb, Clark*  
**Implications of Research on the Psychology of Learning for Education Field Experiences.**

Pub Date—Feb 81

Note—19p; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 14-18, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Attitudes, Educational Objectives, \*Educational Psychology, Education Majors, \*Experiential Learning, Higher Education, \*Individual Development, Preservice Teacher Education, \*Relevance (Education), Student Attitudes, Teacher Education Curriculum, \*Teaching Experience

Judging by negative feedback regularly received from preservice program graduates, teacher educators have ignored their own experiences and the literature on learning. Some educational and general theory courses are not as effective as experientially-oriented classes, yet teacher educators still depend to a disproportionate degree on a lecture oriented mode of instruction. An investigation of the literature on developmental, cognitive, applied social psychology, and brain research provide valuable empirical and theoretical support for the significance of personal experience in conceptual learning. Contextual experience, as a process including discussion, application, feedback, and modification, is important for the individual development of teachers. The major goal of teacher educators should be that preservice teachers develop a personally meaningful concept of teaching through the provision of early and frequent referent experiences. (FG)

**ED 199 246** SP 017 717  
*Russell, Robert D. Ed. And Others*

**Education in the 80's: Health Education.**

National Education Association, Washington, D.C.  
 Report No.—ISBN-8106-3153-9

Pub Date—81

Note—125p.

Available from—National Education Association Distribution Center, Academic Building, Saw Mill Road, West Haven, CN 06516 (Stock No. 3153-9-00, \$7.95).

Pub Type—Collected Works - Serials (022) — Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Aging (Individuals), Cardiovascular System, Consumer Education, Death, Drug Education, Elementary Secondary Education, \*Futures (of Society), Global Approach, \*Health Education, \*Health Personnel, \*Mental Health, \*Physical Health, Relaxation Training, Sex Bias, Sex Education, Stress Variables, Values Education

Identifiers—Holistic Approach

Current and future status of issues in health education are discussed in thirteen articles by health educators. The topics of the essays are: (1) holistic health; (2) a holistic approach to stress reduction; (3) stress management education; (4) heart disease education; (5) consumer health education; (6) acceptance of traditional, nonscientific healing; (7) sexism and agism; (8) education for healthy sexuality; (9) alcohol, marijuana, and tobacco; (10) drug education; (11) death education; (12) internationalizing health education; and (13) teaching values in the health education curriculum. (FG)

**ED 199 247** SP 017 721  
*Hurlburt, John D. Carozzi, Alfred F.*

**Affective Sensitivity as Related to Instrumentality and Expressiveness.**

Pub Date—81

Note—18p; Paper presented at the Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Affective Behavior, \*Counselor Characteristics, Counselor Training, \*Empathy, Graduate Study, Higher Education, Interpersonal Competence, \*Personality Traits, Psychological Evaluation, \*Sex Differences, \*Teacher Characteristics, Teacher Education

The ability to empathize with clients or students is a prime factor in the counselor's or teacher's success. Affective sensitivity, or acuteness in detecting and describing the emotions of others, is a critical component of empathy. It has generally been assumed that the masculine orientation toward instrumental or cognitive focus on problem solving is less conducive to empathy than is the feminine inclination toward expressive and affective concern for others. In this study, male and female graduate students in counseling and education were tested for their reaction to and interpretation of videotaped personal encounters. Results indicated that, while

affective sensitivity and expressive characteristics are positively related, there was little difference between males and females in relation to affective sensitivity. These findings suggest that the critical factor is not necessarily gender, but degree of expressive characteristics in the individual. Instrumental and expressive traits are not gender specific, but are dualistic within both males and females. (JD)

**ED 199 248** SP 017 725

*Garrett, Susan Vladeck And Others*

**Participant Planned Staff Development. Resources for Schools. No. 18.**

Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—MDE-12196

Pub Date—80

Grant—NIE-G-76-0058

Note—67p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Career Education, Classroom Techniques, Curriculum Development, \*Educational Resources, Inservice Teacher Education, Language Arts, Mainstreaming, Middle Schools, Multicultural Education, \*Peer Teaching, Postsecondary Education, Public Health, Sign Language, Spanish, Special Education, \*Staff Development, \*Teacher Centers, \*Teacher Influence, \*Teacher Participation

Identifiers—Massachusetts, Teacher Corps

This booklet describes some recent participant planned staff development activities in Massachusetts. To varying degrees, programs are initiated, governed, and designed by participants. In the first section, profiles are presented of six programs which represent a cross-section of models serving small, medium, and large school systems. Included in this section are programs which highlight self-help groups, curriculum development, coordination of inservice activities, and peer training. Program abstracts in the second section provide information on other programs including purpose, training structure, number of participants, and funding source. The final section lists teacher center and Teacher Corps programs in Massachusetts as well as educational collaboratives and locally-based organizations with extensive experience in staff development. (JD)

**ED 199 249** SP 017 726

*Kocis, Mitzie And Others*

**In, Out, and About the Classroom: A Collection of Activities. Resources for Schools. No. 15.**

Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—MDE-5000-12-79-152451

Pub Date—79

Grant—NIE-G-76-0058

Note—80p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Education, Art, Bilingual Education, Career Education, \*Class Activities, Counseling, Curriculum Development, \*Educational Resources, Elementary Secondary Education, Environmental Education, Equal Education, Health Education, \*Instructional Materials, Language Arts, Mathematics, Professional Associations, School Administration, Sciences, Second Languages, \*Social Services, Social Studies, Special Education

Identifiers—Massachusetts

This booklet contains a collection of services available to professional educators in the state of Massachusetts. Services in the areas of curriculum materials, field trip sites, films, and training and support services are included. While services are broadly categorized under curriculum areas, an index to locate names of specific organizations is provided. (JD)



ED 199 250 SP 017 739

Wilgenbusch, Nancy

Maslow's Concept of Peak Experience Education:  
Impossible Myth or Possible Mission?

Pub Date—[80]

Note—16p.

Pub Type—Opinion Papers (120) — Reports -  
Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Affective Objectives, Cognitive Processes, Curriculum Design, Emotional Experience, Higher Education, \*Humanistic Education, Personality Development, \*Psychological Needs, Quality of Life, \*Self Actualization, \*Student Needs, Teacher Education, \*Teacher Role, Values Clarification

Identifiers—\*Maslow (Abraham)

Abraham Maslow, in delineating the hierarchy of human needs and affirming the transcendent nature of man, drew some educational implications of the humanistic psychologies. He stated, "We speak then of a self, a kind of intrinsic nature which is very subtle, which is not conscious, which has to be sought for, and which has to be uncovered and then built upon, actualized, taught, educated. The job of the teacher is to help a person find out what's already in him rather than to reinforce him or shape or teach him into a prearranged form...." A discussion is presented on the possibility of using this view of human potential as a basis for teacher education. Components of teacher education curricula that would develop a teacher's sensitivity to children's openness to "peak experiences" of self actualization are considered. (JD)

ED 199 251 SP 017 740

Goldhammer, Keith

Teacher Education: Reality, Hope and Promise.

Pub Date—Feb 81

Note—22p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, \*Educational Objectives, \*Educational Principles, \*Educational Quality, Higher Education, Professional Recognition, Relevance (Education), \*Schools of Education, Social Responsibility, Student Needs, \*Teacher Education, Teacher Educators

In a critical examination of the state of teacher education, strong and weak areas are pointed out. The following six principles are offered as foundations upon which programs within schools and departments of education can be built: (1) All teacher education programs should be rooted in the knowledge of teaching and learning; (2) The principles of equity and concern for the welfare of all persons should be a philosophic base for education programs; (3) Teacher education in both example and teaching should recognize our pluralistic society and include diverse approaches to both the preparation of teachers and the organization of teaching experiences; (4) Continuous and cooperative monitoring of all programs is necessary to assure constant adaptation to changing needs; (5) Cooperative development of all programs with relevant constituencies is essential to achieve excellence in preparation of professional personnel; and (6) Schools of education should become advocates of those policies and programs which are necessary and desirable to best serve the needs of students. (JD)

ED 199 252 SP 017 799

Rabe, Bonnie

Collaborative Governance: Networking for Improved Staff Development Programs.

Pub Date—Dec 80

Note—15p.; Paper presented to the National Council of States on Inservice Education (December 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Consortia, \*Cooperative Planning, Delivery Systems, \*Educational Administration, Educational Cooperation, Information Dissemination, \*Inservice Teacher Education, \*Linking Agents, \*Networks, Postsecondary Education, School Districts, Schools of Education, Staff Development, State Departments of Education

Identifiers—\*Central Arizona Inservice Consortium

This paper reports on a collaborative approach

that was developed in 1978 in response to teacher dissatisfaction with staff development efforts. INSERV (Central Arizona Inservice Consortium) was formed, composed of the Arizona Educational Association, nine school districts, the state department of education, and the College of Education at Arizona State University. By using networking as a strategy, the institutions were more likely to build training programs which were responsive to local needs, and which provided the resources of the University and professional organizations without fragmented or duplicated efforts, traditional thinking, and ineffective delivery systems. INSERV developed by-laws to facilitate collaborative governance, and set goals and program objectives. Five INSERV function areas were approved: (1) clearinghouse; (2) coordination of inservice efforts; (3) sponsoring of programs for administrators; (4) internal management and development; and (5) evaluation and assessment of progress and attainment of inservice goals. A chronology of INSERV development and a list of INSERV activities in 1980-1981 are given, as well as recommendations for others interested in implementing a network approach. (FG)

ED 199 253 SP 017 803

Fair, Martha H. And Others

Participant Workbook. Physical Education: Implementing Sex Equity Using Title IX.

Colorado State Dept. of Education, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Report No.—CDE-80-1838-1M

Pub Date—Aug 79

Contract—300-76-0456

Note—87p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ability Grouping, \*Change Strategies, Educational Objectives, Elementary Secondary Education, \*Federal Legislation, Flexible Scheduling, \*Physical Education, \*Program Development, Self Evaluation (Individuals), Sex Bias, Sex Discrimination, \*Sex Fairness, Student Evaluation, Teacher Workshops

Identifiers—\*Title IX Education Amendments 1972

This workshop manual was developed to aid instructors in complying with the federal mandate to eliminate sex discrimination and bias in elementary and secondary physical education classes. Information and participant worksheets are provided for the following topics: (1) basic guidelines for physical education Title IX compliance; (2) case examples of situations which may occur in the operation of physical activity programs; (3) physical activity objectives for male and female students; (4) assessing physical education programs; and (5) suggestions for action steps. The appendix contains an outline of requirements of the law on physical education equality, sample questions and answers related to Title IX implementation in physical education, and suggested answers to the physical education case examples. (JD)

ED 199 254 SP 017 804

Patterns of Health. A Guide for an ETV Health

Education Series. Grades 7 and 8.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-80-9825

Pub Date—Sep 80

Note—75p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Alcohol Education, \*Drug Education, Grade 7, Grade 8, \*Health Activities, \*Health Education, Junior High Schools, \*Nutrition Instruction, Parent Child Relationship, Peer Relationship, Physical Development, Self Esteem, \*Sex Education, Student Problems

This guide was developed to accompany fifteen locally produced health education films. The series served as a resource for a statewide instructional program called "Patterns of Health." This part of the program provides students in grades 7 and 8 the opportunity to discuss sensitive issues. The following subjects are dealt with: family communications; growth and development; alcohol; drugs; and nutrition. The theme of each film is outlined in a synopsis, and behavioral objectives and activities are listed. The scripts of most of the films are included. Some of the titles are: Your Body Changes; Drugs: Used, Abused; Drugs? You Decide; You Are What You Eat; and Hooked Through Ads. (FG)

ED 199 255

Keislar, Evan R.

Attributions of Supervising Teachers for the Success and Failure of Pupils Taught by Their Student Teachers.

Pub Date—[81]

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Attribution Theory, \*Cooperating Teachers, \*Etymology, Higher Education, \*Locus of Control, \*Student Teachers, \*Teacher Attitudes, Teacher Evaluation, Teacher Influence, Teacher Responsibility

The attitudes of student teachers and supervising teachers were tested according to six attributional categories: (1) pupil ability; (2) pupil effort; (3) student teacher's ability to teach; (4) student teacher's effort; (5) help from the supervising teacher; and (6) difficulty of the task. Several conclusions were reached: (1) When pupils succeed in learning, supervising teachers are more likely to give credit to the student teachers than the student teachers give themselves; (2) When pupils fail to learn, supervising teachers are less likely than student teachers to blame the pupils; and (3) The more a supervising teacher feels responsible for pupil success or failure, the less credit is given to the student teacher. Important, also, is the supervising teacher's estimate of the difficulty of the teaching assignment, a judgment which this study suggests is more closely related to what the supervising teacher believes are the abilities of the pupils than their motivational patterns. (JD)

ED 199 256 SP 017 816

Jacko, Carol M. And Others

Classroom Teachers and Sex-Role Stereotyping: Awarenesses, Attitudes, and Behaviors.

Pub Date—Feb 81

Note—16p.; Paper presented at the National Conference of the Association of Teacher Educators (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, Elementary Secondary Education, Instructional Materials, Political Affiliation, Role Models, Rural Areas, Self Evaluation (Individuals), \*Sex Bias, Sex Differences, Sex Fairness, \*Sex Stereotypes, Social Attitudes, \*Teacher Attitudes, \*Teacher Behavior, Teacher Characteristics, \*Teacher Influence, Textbook Bias

To assess sex-role stereotyping awareness, attitudes, and classroom behaviors of teachers, a questionnaire was administered to 86 K-12 teachers in a rural area. Teachers were more aware of the influence of sex-role stereotyping in society than in classrooms, and they did not report extensive prior exposure to these issues. Their responses to attitudinal items indicated moderate to strong agreement that sex-role stereotyping influences students. Sex and political orientation affected attitude scores, as females and liberals generally indicated stronger attitudes. Teachers saw themselves as discouraging sex-role stereotyping more through modeling behaviors than by use of nonbiased curriculum materials. The results indicated a predisposition of teachers to discourage stereotyping and a need for explicit professional training. (Authors/JD)

TM

ED 199 257

Paulston, Roland G.

Multiple Approaches to the Evaluation of Educational Reform: From Cost-Benefit to Power-Benefit Analysis.

Pub Date—Nov 79

Note—50p.; Paper prepared for the International Institute of Educational Planning Seminar on the Organization of Educational Reform at the Local Level (Paris, France, November 27-30, 1979).

Pub Type—Reports - Evaluative (142) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Comparative Analysis, \*Educational Assessment, \*Educational Change, Educational Policy, Educational Theories, \*Evaluation Methods, Evaluative Thinking, \*Models, Research Utilization

Identifiers—Dialectical Reasoning, \*Objectivity.

TM 810 021

## \*Subjectivity

Theories or explanations of educational evaluation are discussed and categorized under two broad methodological headings, the objectivist and subjectivist epistemological orientations. They can be seen as potentially complementary empirical approaches that offer evaluators two methodological orientations to assess educational-reform outcomes. Whereas the objectivist orientation has as its model "justice-as-fairness," the subjectivist orientation offers the following eight major evaluation models: (1) systems analysis; (2) behavioral objectives; (3) decision making; (4) goal free; (5) art criticism; (6) accreditation; (7) adversary; and (8) transaction. With the possibility of multiple ideological and methodological approaches, evaluators must make at least three basic choices between the equilibrium and conflict social-change paradigms, theoretical frameworks within each of the social-reform paradigms, and the positivist and phenomenological research paradigms. Under certain conditions, one rather than the other theory or theories might offer more useful and compelling data and explanations, and thus present a more rational choice to the evaluation of educational reform. Educational decisionmakers, planners, and evaluators should be aware of the entire range of ideological and methodological perspectives on evaluation if they are to make well-informed, intelligent choices. (RL)

ED 199 258 TM 810 096

Bull, Kay Sather. Fequay, Jeffrey P.

Causal Attribution: A New Scale Developed to

Minimize Existing Methodological Problems.

Pub Date—Feb 80

Note—18p.

Pub Type—Tests/Questionnaires (160) — Reports

— Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, \*Academic Achievement, \*Academic Failure, \*Attitude Measures, \*Attribution Theory, Difficulty Level, Forced Choice Technique, Higher Education, \*Test Construction

Identifiers—Effort, Ipsative Measurement, Luck  
In order to facilitate research on the construct of causal attribution, this paper details developmental procedures used to minimize previous deficiencies and proposes a new scale. The first version of the scale was in ipsative form and provided two basic sets of indices: (1) ability, effort, luck, and task difficulty indices in success and failure conditions; and, by summation, (2) ability, effort, luck, and task difficulty indices without regard to performance conditions. The present scale was developed to eliminate the statistical problems inherent in the forced-choice, ipsative format of the first version. This revision simulates the original pairing of items across situations. The revised scale was completed by 71 undergraduate education students and examined as to its relationship to their self-reported ACT scores, grade point averages, and preferred class assignments. Results indicated: (1) the higher the ACT scores are reported to be, the more likely high ability is perceived as a major reason for success; and (2) the more that traditional assessment is preferred over short-duration, behavioral assessment, the more that effort is used to explain success. Abbreviated forms of the initial scale and the revised instrument are appended. (RL)

ED 199 259 TM 810 099

Lichtman, Marilyn. And Others

Educational Attainment Among Females and

Minorities.

Pub Date—[79]

Note—37p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Attainment, \*Females, High School Graduates, Longitudinal Studies, \*Minority Groups, \*Models, National Surveys, Predictive Measurement, \*Predictive Validity, Predictor Variables, Racial Differences, Sex Differences

Identifiers—\*National Longitudinal Study High School Class 1972

Although a number of studies have been conducted to examine the status attainment process, very few have focused on differences in educational attainment for black, white, and Hispanic females. The primary purpose of this study was to test predictive models of attainment for these subgroups. Variables considered potentially important to the attainment process were: (1) mother's education;

(2) mother's occupation; (3) father's education; (4) father's occupation; (5) parental encouragement; (6) parental influence; (7) high school program; (8) peer influence; (9) percentile rank; (10) occupational expectation; (11) educational expectation; and (12) educational attainment. Data for the study were taken from the National Longitudinal Study of High School Class of 1972. Results of analysis showed that different patterns emerge among the racial subgroups. Further, for the subgroup of blacks, differences between males and females were indicated. In particular, the variable of educational expectations was not a significant predictor for the males. (Author/RL)

ED 199 260 TM 810 152

Jackson, Shirley A.

Title II: The National Basic Skills Improvement

Program—What's It All About?

Department of Education, Washington, D.C.

Pub Date—Sep 80

Note—12p.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, \*Demonstration Programs, \*Educational Objectives, Federal Aid, \*Federal Programs, \*Program Descriptions, \*Program Implementation, Program Improvement Identifiers—Elementary Secondary Education Act Title II, \*National Basic Skills Improvement Program

Four key topics in the implementation of Title II legislation are reviewed: (1) the Congressional intent of the Basic Skills Improvement Program (BSIP) and its two major focuses—demonstration and coordination; (2) what is meant by "basic skills"; (3) expected outcomes for the BSIP; and (4) standards for demonstration projects. Congress intended that the BSIP projects be demonstration projects and therefore be able to withstand the rigors of a validation procedure, contain good objectives, appropriate activities, and appropriate documentation, and allow for process and product evaluation in their designs. Congress singled out only four skills on which it would focus national concern through Title II: reading, mathematics, written and oral communications. Emphasis is not on developing minimum skills but on using a developmental continuum in developing skills. The BSIP does not endorse any method of teaching the basic skills and is more concerned about the consistency, feasibility, and proven effectiveness of approach(es) forwarded for a particular target population based on their assessed needs. (RL)

ED 199 261 TM 810 153

Parks, Beverly J. And Others

Sourcebook of Measures of Women's Educational

Equity.

American Institutes for Research in the Behavioral

Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Women's Educational Equity

Act Program.

Pub Date—Sep 79

Note—552p.

Pub Type—Reference Materials (130) — Reference Materials - Bibliographies (131)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Assessment, \*Equal Education, \*Evaluation Methods, \*Females, \*Measures (Individuals), \*Resource Materials, Test Reviews, \*Womens Education

Identifiers—Womens Educational Equity Act

A wide variety of questionnaires, rating scales, inventories, interviews, checklists, and guidelines suitable for use in examining procedures, progress, and outcomes of educational equity programs and projects are presented for use by project directors, educators, and researchers. The Sourcebook may also be used as a reference for: (1) locating research studies related to women's educational equity; (2) identifying methods and ideas for project or program evaluation; (3) proposal writing; and (4) use by graduate students. The Sourcebook has four major parts. Part I provides information on its use, limitations, development, and background. Part II contains detailed instrument descriptions arranged by the following content areas: attitudes toward mathematics; awareness of sexism and racism; career awareness, choice, motivation, interest; institutional sexism; management and leadership characteristics and skills; materials assessment guidelines; self-concept and self-esteem; sex role perceptions; and an

"other" category which includes measures designed to assess personality, achievement motivation, etc. Part III contains an annotated bibliography of additional measures related to the content areas. Part IV contains a glossary of terms and four indexes. (RL)

ED 199 262 TM 810 156

Christian, Walter E., Jr.

Issues Involved in Evaluating Special Programs for

Minorities: (A Case In Point - Evaluation of a

Campus Learning Center).

Pub Date—Sep 80

Note—21p.; Paper presented at the Annual Evaluation Network Conference (6th, Memphis, TN, September 22-27, 1980).

Pub Type—Opinion Papers (120) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Evaluators, Higher Education, \*Minority Groups, \*Political Issues, \*Program Evaluation, \*Remedial Programs, Social Problems

Political and social issues surrounding the evaluation of a campus learning center are examined and discussed. Issues with which the program evaluator should be aware when attempting to objectively evaluate special service programs for minorities are outlined. Special emphasis is placed on methodology and skills needed to select, as well as collect, essential information for program improvement. In addition, the following specific characteristics necessary to be a "culturally skilled evaluator" are outlined: (1) an awareness of his or her own values and bias and how they may affect objectivity and judgment of a program; (2) a good understanding of the sociopolitical system's operation in the United States with respect to its treatment of minorities; (3) a possession of specific knowledge and information about the particular groups he/she is working with; (4) a sensitivity to personal biases and sociopolitical influences which may necessitate referral of an evaluation to a member of a minority culture; and (5) a clear and explicit knowledge and understanding of the generic characteristic of program evaluation. (Author/RL)

ED 199 263 TM 810 157

Procedural Handbook: 1978-79 Writing Assessment.

Educational Commission of the States, Denver, Colo.

National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED),

Washington, D.C.

Report No.—NAEP-10-W-40

Pub Date—Feb 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—95p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Achievement Tests, Data Analysis, Data Collection, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*National Programs, Sampling, Scoring, Test Construction, \*Writing (Composition) Identifiers—\*National Assessment of Educational Progress, \*Writing Evaluation

The third (1978-79) of three writing assessments conducted by the National Assessment of Educational Progress (NAEP) is reported. The writing achievement of American 9-, 13-, and 17-year-olds was surveyed using a deeply stratified, multistage probability sample design. The specific procedures used in the assessment to develop objectives and exercises, draw the assessment sample, prepare materials for the assessment, administer and score the items and analyze the results are described. In addition to reporting national results, data are provided about the performance of population subgroups within the national population, defined by sex, race, region of the country, size and type of community lived in, level of parental education, grade in school, etc. Approximately 22,500 9-year-olds, 30,500 13-year-olds, and 27,500 17-year-olds participated with between 2,100 and 2,700 students responding to each booklet. Most of the writing exercises were open-ended and of the following types: (1) holistic; (2) primary trait; (3) essay cohesion; (4) paragraph coherence; (5) syntax; and (6) mechanics. The report includes appendices, a glossary of NAEP terms and a bibliography. (RL)

**ED 199 264** TM 810 158  
**Title I ESEA Projects: Digest of Annual Evaluations, Supplementary Edition 1980-1981. Report No. 8141.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Mar 81

Note—77p.; For key findings prior to 1975, refer to the Index Volume, Title I ESEA Projects: Digest of Annual Evaluations, 1965-1976, Report No. 7681.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Compensatory Education, Elementary Secondary Education, \*Outcomes of Education, Program Evaluation

Identifiers—\*Elementary Secondary Education Act Title I, \*Philadelphia School District PA

The purpose of this Supplement is to provide the reader with an historical summary of the key findings reported in the Annual Evaluation of 33 projects funded by the Elementary Secondary Education Act Title I since 1975. Each project summary contains the 1980-1981 management information, the key findings for 1975-1980, preliminary findings for 1980-1981, and participating schools listed by district. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in the annual report, Evaluation of Title I ESEA Projects, to be published after the close of the current school year. The supplement also includes an appendix listing 19 projects funded by Title I and terminated since 1975. (RL)

**ED 199 265** TM 810 161

Lee, Mickey M. And Others

**The Use of the Semantic Differential Method in Assessing Attitudes and Predicting Final Grades in a Gross Anatomy Course.**

Pub Date—Nov 80

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Anatomy, Attitude Change, \*Courses, \*Dental Schools, \*Grade Prediction, Higher Education, Medical Education, Predictive Validity, Pretests Posttests, Self Concept, \*Semantic Differential, Statistical Analysis, \*Student Attitudes

Whether a change in dental students' attitudes toward three preselected concepts would occur as a result of a traditionally difficult dental education course as measured by the semantic differential method is determined. This study attempted to determine the predictive value of a student's attitudes in determining his/her final grade. The sample consisted of 89 first year dental students who took a 200 hour gross anatomy class. Instruments consisted of a semantic differential pretest for attitude assessment, an identical posttest, and cumulative mid-term and final examinations. Three concepts chosen to assess students' attitudes were: "gross anatomy," "dental education," and "myself." The statistical treatment of the data employed factor analysis, paired t tests, and multiple regression analysis. Results indicated: (1) that students' attitudes toward the anatomy course and themselves did not change significantly, but that a significant negative change did occur in their attitude toward the dental educational experience as a whole; and (2) that students' attitudes toward specific concepts can be successfully employed to predict a portion of their final grade using the semantic differential method. (Author/RL)

**ED 199 266** TM 810 162

Thompson, Bruce Barnitz, John

**The Use of Latent Trait Models in Psycholinguistic Research.**

Pub Date—81

Note—22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Comparative Analysis, Elementary Education, Grade 2, Grade 4, Grade 6, \*Latent Trait Theory, Measurement Techniques, \*Psycholinguistics, \*Reading Achievement, \*Reading Research, \*Scoring Formulas

Identifiers—\*Rasch Model

Several applications of latent trait models in reading research are discussed, their nature reviewed, and two experiments presented as heuristic applications of the Rasch Model. Two studies of children's comprehension of selected anaphoric structures in prose were performed using both conventional and Rasch Model analyses. Twenty-six children (grades 2, 4, and 6) in the first study and 91 children (grades 2, 4, and 6) in the second study were asked to read 16 passages containing the pronoun "it." After reading each passage, the subjects responded to a question requiring identification of the pronoun's referent, and the responses were scored right or wrong. Both conventional and Rasch Model scoring procedures revealed that: (1) variances for the three grades were equal in the first study; and (2) no significant sex effect was identified in the second study. Both studies demonstrated that benefits can be derived by utilizing Rasch Model measurement procedures in reading research. Progress in reading research depends upon replication of findings across various studies, and the Rasch Model facilitates this process because item (or person) calibrations are sample (or item) free. (RL)

**ED 199 267** TM 810 163

Robertson, Angelika

**The Relationship of Selected Attitudinal Variables to Verbal Class Participation of Female College Students.**

Pub Date—Apr 80

Note—19p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Lenox, MA, April 30-May 2, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attitude Measures, \*Attitudes, \*Class Activities, Classroom Observation Techniques, \*College Students, \*Females, Higher Education, Persuasive Discourse, Self Evaluation (Individuals), Student Evaluation, \*Student Participation, \*Verbal Communication

Identifiers—\*Assertion

The extent of class participation of a group of college women is measured, and attitudes associated with high participation are identified. The following are studied: (1) Are high participant women (HPW) more assertive than low participant women (LPW)? (2) Do HPW hold more liberal views on women's roles than LPW? and (3) Do HPW have a more positive attitude toward the process and purpose of intellectual argumentation? Fifty-two female college students in eight seminar-type classes were observed for 30 minutes on two separate occasions. Assertiveness was measured with the Rathus Assertiveness Schedule, attitudes towards women's roles were measured by the Spence-Helmreich Attitudes Toward Women Scale, and attitude towards intellectual verbal argumentation was measured with the Robertson Intellectual Conflict Approach/Avoidance Measure. Data on class participation were gathered through direct observation by the Robertson Interaction Analysis System, self-reports, and teachers' reports. Results indicated that general assertiveness was positively related to self-report of participation, but not to observed participation. A low but significant correlation was found between liberal sex role attitudes and self-report, but not between observed behavior. HPW were more likely to have positive attitudes toward engaging in intellectual argumentation than were LPW. (RL)

**ED 199 268** TM 810 164

Green, Donald Ross

**Minimizing Bias in Educational Testing.**

Pub Date—12 Jun 79

Note—9p.; Paper presented at the Annual Conference on Large Scale Assessment (9th, Denver, CO, June 12, 1979).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Testing, \*Test Bias, \*Test Construction, \*Test Interpretation

Identifiers—Testing Conditions

Sources of test bias are discussed and steps to prevent or reduce bias in tests are listed. Test bias can occur because of the way test materials are written, the conditions of administration, and the interpretations given the results. Steps to prevent or reduce bias arising in the test development process include: (1) using heterogeneous sets of test writers and editors; (2) having test materials reviewed by

members of minority groups; (3) limiting the role of language by using performance items; (4) avoiding any items that assume general knowledge not part of the relevant program; and (5) examining item data from tryouts or prior administration separately by ethnic group. Prevention or reduction of bias arising from administrative conditions includes: (1) using examiners familiar to the examinees; (2) making testing situations similar to the learning situation; (3) providing repeated practice tests with feedback; and (4) keeping examiners ethnically heterogeneous. Prevention of bias arising from test scoring, interpretation and use includes: (1) using only objectively scorable measures; (2) training personnel to make legitimate generalizations from test scores; and (3) specifying the intended use of scores. (RL)

**ED 199 269** TM 810 166

Thompson, Bruce

**Canonical Correlation: Recent Extensions for Modelling Educational Processes.**

Pub Date—Apr 80

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Correlation, \*Educational Research, \*Mathematical Applications, \*Multivariate Analysis

Canonical correlation (CC) analysis is discussed with a view toward providing an intuitive understanding of how the technique operates. CC analysis entails calculation of one or more sets of canonical variate coefficients (CVC), i.e., weights which can be applied to the variables in a study. A canonical function (CF) always consists of exactly two canonical variates calculated so that the product-moment correlation between them is maximized. Thus, a squared CC coefficient indicates the proportion of variance shared by two sets of variables which each have been weighted by variate coefficients so that the CC will be as large as possible. The number of CFs which can be derived for a given data set is equal to the number of variables in the smaller of the two variable sets. CC analysis actually involves analysis of a matrix which is computed from the inter-variable correlation matrix and is appropriately applied when three assumptions are met. These assumptions are discussed, an heuristic application of CC analysis is used to clarify how the procedure operates, and four additional coefficients which greatly aid interpretation efforts are defined. Interpreting canonical results is discussed from each of three levels of specificity. (RL)

**ED 199 270** TM 810 169

Cantwell, Zita M.

**Performance Tests as Dependent Variable Measures in Personnel Evaluation.**

Pub Date—Oct 80

Note—29p.; Paper presented at the Annual Meeting of the Evaluation Network Conference (Memphis, TN, September 29-October 2, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Performance Tests, \*Personnel Evaluation, \*Situational Tests, Test Bias, Test Reliability, Test Validity, \*Work Sample Tests

Identifiers—Generalizability Theory

Fair, valid, and reliable measurement of dependent variables is a concern in personnel evaluation studies. Performance tests, that is, job or work sample tests, situational tests, and job learning or trainability tests, are being used with increasing frequency as measurement techniques capable of meeting these needs. The three categories of performance tests are described with illustrations of their use. Issues related to development of fair, valid, and reliable performance tests are considered. Performance tests appear to be fair measures when individuals are classified by ethnic group, age, or sex. However, additional studies which combine task/environment samples with scoring procedures anchored to clearly specified aspects of job relevant behavior are needed. When handicapped individuals are to be evaluated, job learning or trainability tests appear to discriminate best compared to the other two categories of performance tests. Validity of performance tests is a function not only of content (including work environment) but also of scoring procedures. The behavioral consistency model can be applied to questions of validity arising from individual behav-



ior changes which occur from training or entry to on-the-job. In some instances, generalizability coefficients provide the most useful information about the reliability of performance tests. (Author)

**ED 199 271** TM 810 170

Thompson, Bruce King, Jean A.

**Evaluation Utilization: A Literature Review and Research Agenda.**

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Grant—NIE-G-80-0082

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Change Strategies, Evaluators, \*Information Utilization, \*Program Evaluation, \*Use Studies

Identifiers—\*Evaluation Research, \*Policy Analysis

The literature on program evaluation contains numerous suggestions that evaluative information is frequently underutilized or inappropriately utilized by administrators. This paper reviews the literature on utilization with a view toward identifying workable strategies for optimizing appropriate use. Specific recommendations to evaluators include the following: (1) concentrate evaluation efforts on the highest priority information needs of specific administrators, even if these needs require work beyond that mandated by external funding agencies; (2) identify some evaluation issues on the basis of emphatic and proactive anticipation of administrators' future information needs; (3) tailor information studies to meet the different needs of various evaluation audiences; (4) acknowledge the subjective elements in evaluation work; (5) understand the politics of agencies and attempt to meet the political needs of involved persons; (6) emphasize both formative process evaluation data and summative product evaluation data; and (7) demonstrate a concern about the needs of program staff and the program's clients to project personnel and administrators. An effort is made to synthesize previous thought and empirical research on utilization. Weaknesses in previous naturalistic and simulation use studies are discussed. A research agenda for the future is presented. (Author/RL)

**ED 199 272** TM 810 171

Madey, Doren L. Stenner, A. Jackson

**Policy Implications Analysis: A Methodological Advancement for Policy Research and Evaluation.**

Pub Date—Nov 80

Note—31p.; Paper presented at the Annual Meeting of the Evaluation Research Society (Arlington, VA, November, 1980).

Pub Type—Reports - Evaluative (142)—Guides - Non-Classroom (055)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Decision Making, \*Evaluation Methods, \*Information Needs, \*Information Utilization, \*Policy Formation, Program Evaluation, Use Studies

Identifiers—Evaluation Research, \*Implicational Analysis, \*Policy Analysis, State Capacity Building Program

Policy Implications Analysis (PIA) is a tool designed to maximize the likelihood that an evaluation report will have an impact on decision-making. PIA was designed to help people planning and conducting evaluations tailor their information so that it has optimal potential for being used and acted upon. This paper describes the development and application of PIA and is organized in three parts. First, the need for formal methods to enable decisionmakers to specify more explicitly their information designed to meet this need, PIA, is described in enough detail to permit other investigators to apply the approach to their own studies. In the third section, a recently completed evaluation is used to illustrate the method's application. Several associated advantages of PIA include the following: (1) Policy-makers' and other information users' expectations and preconceptions regarding the evaluation and its findings are made explicit; (2) Policy alternatives are delineated and supporting information requirements for each alternative are identified; (3) Con-

nections between evaluation information and alternative policy actions are given additional clarity; and (4) Areas of consensus and dissensus among information users are identified. Associated disadvantages of PIA are also discussed. (Author/RL)

**ED 199 273** TM 810 172

Spirer, Janet E.

**Assessing Experiential Learning in Career Education.**

Pub Date—Apr 81

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Education, \*Evaluation Methods, \*Experiential Learning, Observation, \*Program Evaluation, Self Evaluation (Individuals), Simulation, Work Sample Tests

Identifiers—Paper and Pencil Tests

Types of assessment, five assessment techniques, and issues related to assessing experiential learning in career education are discussed. The following six points should be considered before an assessment program begins: (1) assumptions; (2) goals; (3) outcomes; (4) learning environment; (5) role of assessors; and (6) focus. Two basic types of assessment are performance assessment (assessing an experience at it occurs) and outcome assessment (evaluating the result or end product of learning). The primary difference between performance assessment and outcome assessment is when the assessment occurs. The same techniques may be used for both types. Five assessment techniques include direct assessment, self assessment, work sample, simulation, and paper and pencil tests. Before selecting one or a combination of assessment techniques, triangulation (verification of the information obtained) and types of program outcomes should be considered. Experiential learning programs have multiple outcomes such as job skill development, career development, and personal growth. In addition, other factors such as level of realism desired, costs, time available and staff available must be considered when designing the assessment scheme. (RL)

**ED 199 274** TM 810 175

Russ-Eftl, Darlene

**Measuring Educational Expectancies.**

Pub Date—15 Apr 81

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). Tables may be marginally legible. Best copy available.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Age Differences, Cohort Analysis, Comparative Analysis, \*Educational Attainment, Elementary Secondary Education, \*Expectancy Tables, Higher Education, Longitudinal Studies, Predictive Measurement, \*Sex Differences, Student Educational Objectives

Identifiers—Current Population Survey, \*Educational Indicators

The demographic accounting approach was applied to educational data to trace the movement of individuals among educational states such as different grade levels. Procedures were developed to match individual records on successive years of the Current Population Survey (CPS). Transition rates from one grade to the next were calculated for male and female cohorts ranging in age from 3 to 24. These transition rates were successively multiplied to provide an expectancy for: (1) highest grade completed; (2) the probability of high school completion; and (3) the probability of college completion. Policy issues were addressed concerning the educational opportunities of males versus females who were above, below, or at the modal grade level for their age group and who were either enrolled or not enrolled in school. (Author)

**ED 199 275**

TM 810 176

Echternacht, Gary

**The Uses and Misuses of Test Scores: Technical Assistance Perspective.**

Pub Date—Apr 81

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Tests, Compensatory Education, Elementary Secondary Education, \*Program Evaluation, \*Scores, \*Standardized Tests, \*Testing Problems, \*Test Interpretation, Test Results

Identifiers—\*Elementary Secondary Education Act Title I, Technical Assistance Centers, \*Test Use

The uses and misuses of standardized test results used for program evaluation as seen by a staff member of an Elementary Secondary Education Act (ESEA) Title I Technical Assistance Center are described. In ESEA Title I, test scores are used to select students for the program. Although federal requirements do not require using standardized test scores for selecting students, most states encourage or require their use. Test scores are also used by both regular classroom teachers and Title I teachers to form ability groups for instruction. Frequently a school will either administer a diagnostic test to Title I students or use standardized test results to make general diagnoses. Test results are also used for short term and long term program evaluation. Four categories of the misuse of standardized test results are: (1) "filed and forgotten" which indicates that the test scores are used only for mandatory reporting; (2) "big bang" which criticizes the overinterpretation of test scores; (3) "reliance on grade equivalent scores" which confuse interpretation; and (4) "interpreting summative evaluation results without formative evaluation results" which represents an explanation without a proper context. (Author/RL)

**ED 199 276** TM 810 180

Mattenklott, Axel And Others

**A Stochastic Model for Paired Comparisons of Social Stimuli. Mimeograph Series No. 81-2.**

Purdue Univ., Lafayette, Ind. Dept. of Statistics. Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date—Feb 81

Contract—N00014-75-C-0455

Note—19p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Judges, \*Mathematical Models, \*Maximum Likelihood Statistics, Pictorial Stimuli

Identifiers—Attribute Identification, \*Paired Comparisons, Stimulus Preference, \*Stochastic Analysis

A stochastic model for paired comparisons of multi-attribute social stimuli is proposed where one objective is to find the relative importance of the attributes for a judge. Is is related to the Bradley-Terry model where log-parameters are linear combinations of functions of the stimuli's attributes. This model neither assumes that the functions are fixed given in advance nor that different judges have the same set of functions. The choice among such functions, however, is admitted only within a finite given scope. Within the framework of exponential families maximum likelihood estimators and tests are derived and applied to data coming from a psychological experiment with schematic faces. Each pair of the 18 schematic faces was presented to 36 judges in groups of four by projecting the 2 corresponding slides onto a screen in random order. The judges decided spontaneously which one of the two faces looked more likeable by crossing one of two boxes. In this manner, 153 decisions were recorded for each judge. (Author/RL)

**ED 199 277** TM 810 182

Douglash, James B.

**A Comparison of Item Response Theory Models for Use in a Classroom Examination System. Promising Applications of Latent Trait Models and Evidence for Their Validity.**

Pub Date—Apr 81

Note—111p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17,

1981).  
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)  
EDRS Price—MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, \*Comparative Analysis, Difficulty Level, Equated Scores, Higher Education, \*Latent Trait Theory, Mathematical Formulas, Sampling, \*Testing, Test Items, True Scores

Identifiers—Item Calibration, Rasch Model, Three Parameter Model, Two Parameter Model

Methods and results relevant to the introduction of item characteristic curve (ICC) models into classroom achievement testing are provided. The overall objective was to compare several common ICC models for item calibration and test equating in a classroom examination system. Parameters for the one-, two- and three-parameter logistic ICC models were estimated for 100-item final examinations taken over the course of four academic terms by 594 to 1082 examinees in an introductory college-level communications course. The three-parameter model provided unacceptable lower asymptotes for this data set and was given no further consideration. Rasch calibration and two methods of two-parameter model calibration were investigated and their estimated calibration constants were used with a true-score method to equate the examinations to a common scale. The Rasch model equatings were very consistent across all sample sizes investigated. Both of the two-parameter methods provided equatings that were less consistent. There was, however, evidence that Rasch item difficulties were less stable across examinations and academic terms than they were across different examinee samples taken from a single test administration. (Author/RL)

ED 199 278 TM 810 183

Cronnell, Bruce

Language Competency Testing in the Elementary School.

Pub Date—Oct 80

Note—18p.; Paper presented at Southwest Regional NCTE Conference (Las Vegas, NV, October, 1980).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*English Instruction, \*Language Arts, \*Language Skills, \*Minimum Competency Testing, Multiple Choice Tests, \*Scoring Formulas, \*Test Construction

Identifiers—\*SWRL Scoring System, Test Curriculum Overlap, Writing Evaluation  
Experiences with competency testing at the elementary level in the area of English language are presented, as well as suggestions for improving the quality of competency tests. In order to modify curricula and requirements to meet the demands of assessment and to ensure sufficient student instruction, the following suggestions are made: (1) assessment must be based on what students have had the opportunity to learn; (2) composition ability is a very important part of English language competency and is best assessed through a writing sample; (3) end-of-elementary-school assessments need to reflect what students could be expected to learn in the years prior to their assessment, just as grade-by-grade assessments need to parallel grade-by-grade instruction; and (4) in constructing multiple-choice items, care must be exercised to use only those words that are taught at least one grade level below the level of the assessment, to select the appropriate distractor, to give enough information to answer the question, and to avoid testing reading ability when the objective is to test writing ability. Scoring systems for writing assessment are included. (RL)

ED 199 279 TM 810 188

Rimoldi, Horacio J. A. And Others

Decision e Informacion en Solucion de Problemas.

Publicacion No. 77 (Information and Decision Making in Problem Solving, Publication No. 77).

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina).

Pub Date—29 Jun 79

Note—29p.

Language—Spanish; English

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Decision Making, \*Evaluation Methods, Foreign Countries, \*Formative Evaluation, Mathematical Formulas, \*Problem Solving,

\*Questioning Techniques

Identifiers—\*Argentina, \*Tactics

A technique using information and decision-making theories to evaluate problem solving tactics is presented. In problem solving, the process of solution is evaluated by investigating the questions that the subject doing the problem solving asks. The sequence of questions asked is called a tactic. It is assumed that: (1) tactics are the observable images of the problem solving process; (2) questions asked reduce uncertainty; (3) if the subject has solved the problem without reducing his uncertainty to zero it is very likely that he or she has guessed; and (4) zero uncertainty may be reached using different tactics. The intrinsic difficulty of the problem is defined by its structure. Theoretically, the amount of information given by the answer to a certain question depends on that question in that problem. Therefore, the same answer to the same question does not always reduce uncertainty by the same amount. Two figures are used to illustrate the structure of problems, and the total uncertainty of the problems is defined in terms of the number of final branches of the logical tree. (RL)

ED 199 280 TM 810 189

deGrujter, Dato N. M.

Accounting for the Uncertainty in Performance Standards.

Pub Date—Jun 80

Note—16p.; Paper presented at the International Symposium on Educational Testing (4th, Antwerp, Belgium, June 24-27, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Cutting Scores, Difficulty Level, Error of Measurement, \*Mastery Tests, \*Mathematical Models, Sampling, \*Test Interpretation, Test Items, True Scores

Identifiers—\*Uncertainty

The setting of standards involves subjective value judgments. The inherent arbitrariness of specific standards has been severely criticized by Glass. His antagonists agree that standard setting is a judgmental task but they have pointed out that arbitrariness in the positive sense of serious judgmental decisions is unavoidable. Further, small misplacements of the standard therefore can be considered inconsequential. In this paper, the uncertainty with respect to the 'true' standard is quantified and the consequences of the specification of the uncertainty on the optimum passing score are studied. In a second approach the assumption is made that the standard setters not only have information with respect to the position of the standard, but also relative information with respect to the level of the target group of examinees. This information can be used in the final setting of the standard. If performance is lower than expected, one does better by lowering the standard a certain amount by means of a preconceived strategy. (Author/RL)

ED 199 281 TM 810 190

Annotations of Early Childhood Assessment Instruments.

Texas Education Agency, Austin.

Pub Date—[81]

Note—222p.; Colored pages may not reproduce clearly.

Available from—Publications Office, Texas Education Agency, Austin, TX (\$3.00 each).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Achievement Tests, \*Annotated Bibliographies, \*Diagnostic Tests, \*Disabilities, Early Childhood Education, Intelligence Tests

An annotated listing of selected instruments which may be appropriate for the young child who appears to be handicapped and who may be placed in an early childhood unit for the handicapped is provided. The list is not comprehensive nor does it contain annotations from all companies which produce this type of material. It is offered to apprise educators of the availability of commercial products which may assist in the assessment process as defined in Policies and Administrative Procedures for the Education of Handicapped Students. Descriptive information contained in the annotations was obtained from test copies, manuals, and publisher catalogs. Prices quoted are those available at the time of publication. Criteria applied in the selection of the instruments included: (1) the instrument is available commercially; (2) the instrument appears to be appropriate for one or more of the stages of

assessment within the childcentered educational process; (3) basic information pertaining to the instrument was available to supply the user so that a decision could be made as to selection and possible use; and (4) the instrument is for use with students from birth through age seven. (Author/RL)

ED 199 282 TM 810 191

McKinley, Robert L. Reckase, Mark D.

A Comparison of the ANCILLES and LOGIST

Parameter Estimation Procedures for the Three-

Parameter Logistic Model Using Goodness of Fit

as a Criterion.

Missouri Univ., Columbia.

Spans Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—RR-80-2

Pub Date—Dec 80

Contract—N0014-77-C-0097

Note—88p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Comparative Analysis, \*Computer Programs, Difficulty Level, \*Goodness of Fit, Latent Trait Theory, \*Mathematical Models, Maximum Likelihood Statistics, \*Statistical Significance, Test Items

Identifiers—ANCILLES Estimation Procedures, Chi Square Test, Iowa Tests of Educational Development, Item Discrimination (Tests), LOGIST Estimation Procedures, Mean Square Fit, Meta Analysis, Three Parameter Model

A study was conducted to compare the quality of the item parameter estimates obtained from the ANCILLES and LOGIST estimation procedures using goodness of fit as a criterion. Statistics used to compare the fit included a chi-square statistic and a mean square deviation statistic. Other analyses performed included comparisons of the distributions of the parameter estimates obtained from the procedures, and a set of meta-analyses performed on the chi-square statistics obtained for the items. The data for the study were composed of 50 items and 2,000 cases obtained using a stratified random sample of 357 items and 4,000 cases of the Iowa Tests of Educational Development. Results indicated that there are qualitative differences in the estimates obtained from these two procedures. While the parameter estimate distributions obtained from these two procedures were similar, lack of fit occurred for significantly more items for ANCILLES than for LOGIST. Lack of fit for ANCILLES appeared to be strongly related to item difficulty, while for LOGIST it was related to item discrimination. Although LOGIST is more expensive to use than ANCILLES, ANCILLES yielded lack of fit significantly more often than LOGIST, and did not yield item parameter estimates for two items. (Author/RL)

ED 199 283 TM 810 192

Baker, Harold R.

Educational Indicators of Development, Education and Socioeconomic Development, Monograph

III.

Saskatchewan Univ., Saskatoon. Extension Div.

Pub Date—78

Note—192p.

Pub Type—Information Analyses (070)—Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—\*Agency Role, \*Economic Development, \*Educational Development, International Programs, National Programs, \*Social Development, \*Social Indicators

Identifiers—\*Educational Indicators

This state-of-the-art series is the third of four interdependent monographs under the umbrella title of Education and Socioeconomic Development. Educational indicators are emphasized as part of the social indicators being considered in various countries. This monograph includes a glossary on understanding the language of education and related terms, and a chapter on the case for education in socioeconomic development. The core of the monograph reviews the approaches to educational indicator work in the following nine agencies: (1) Bureau of School Programs Evaluation, the State Department of Education, U.S.A.; (2) Institute for Educational Research, Finland; (3) National Center for Education Statistics, U.S.A.; (4) Organization for Economic Co-Operation and Development, France; (5) Office of Management and Budget, U.S.A.; (6) Stanford Research Institute, U.S.A.; (7) Urban Institute, U.S.A.; (8) United Nations Economic and

Social Council, Switzerland; and (9) United Nations Economic, Scientific and Cultural Organization, France. A special chapter is devoted to the work of two agencies on output or result indicators, i.e. the International Association for the Evaluation of Educational Achievement, Stockholm, Sweden, and the National Assessment of Educational Progress, Denver, Colorado. (Author/RL)

**ED 199 284** TM 181 193  
Schunk, Dale H.

**Effort Attribution: The Direction Makes a Difference.**

Pub Date—Apr 81

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Ability, \*Academic Achievement, \*Attribution Theory, Difficulty Level, Elementary Education, \*Individual Differences, Self Evaluation (Individuals), Subtraction Identifiers—\*Effort

The present experiment tested the hypothesis that effort attribution given for prior achievement is effective in promoting subsequent achievement behaviors. Forty children drawn from two elementary schools and lacking in subtraction skills received training and opportunities to solve subtraction problems. In the context of training, children received effort attribution for prior achievement, attribution for future achievement, or no attribution. Results showed that attribution for prior achievement led to more rapid training progress, greater skill development, higher percepts of self-efficacy, and more accurate self-appraisal of capabilities. In contrast, attribution for future achievement did not influence children's achievement outcomes. The results demonstrate important differences in outcomes as a result of how effort is linked with achievement. Effort attribution may have complex effects including the possibilities that the two forms of attribution differ in: (1) social reinforcement value; and (2) the type of performance feedback they provide to children. A third complexity relates to the idea that effort attribution is most effective with tasks perceived as intermediate in difficulty. The need for future research clarifying how these effects occur is suggested. (Author/RL)

**ED 199 285** TM 181 194  
Blust, Ross S. Hertzog, James F.

**An Evaluation of the Effectiveness of a Large Statewide Assessment Program.**

Pennsylvania State Dept. of Education, Harrisburg. Pub Date—Apr 81

Note—45p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, Followup Studies, \*Program Effectiveness, \*Program Evaluation, \*State Programs, State School District Relationship, \*State Surveys

Identifiers—\*Pennsylvania Educational Quality Assessment

A follow-up survey was conducted of the 1978 Educational Quality Assessment (EQA) to ascertain what impact the Pennsylvania Statewide Assessment Program had on schools and school districts. The survey instrument consisted of 20 items tapping: (1) the quality of information and services provided; (2) dissemination activities engaged in by the district; (3) value in identifying problem areas; and (4) programmatic changes made. Survey responses were received from 88 percent of the school administrators participating in the 1978 assessment and are presented. EQA was found to play an important part in making decisions in areas such as changes in courses and teaching strategies. Often principals used EQA information to make decisions leading to revisions of existing programs or the development of new programs. Many respondents indicated that EQA provided data that confirmed a problem existed or called attention to problem areas not previously noted by the district staff. "Percentiles on student performance areas" and "scores compared to predicted range" were selected as the most useful type of scoring and statis-

tics used in the school report, although all six options were selected by at least 50 of the 99 school administrators. (Author/RL)

**ED 199 286** TM 181 196  
Campbell, Patricia B.

**The Impact of Societal Biases on Research Methods.**

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—NIE-P-79-0120

Note—71p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Racial Bias, Research Design, \*Research Methodology, Research Proposals, Sampling, \*Sex Bias, Test Bias

The effects of racism and sexism can be seen in the various elements of research methods including the selection of topics, design, sampling, measurement, and the generation of conclusions. In selecting topics, potential sources of bias such as funding sources and publishing patterns are covered. How knowledge of appropriate literature, selection of independent variables, and control of sources of invalidity can be sources of bias in design are examined. The effects of these sources in terms of incomplete testing for race or sex similarities and differences, use of biased independent variables, and incomplete blocking or control of confounding variables are discussed. Bias and sampling are discussed covering the sources of bias (composition and selections of samples, the effects of single sex or race samples, organizations, use of different race or sex samples for different content areas), and the results of that bias. The section on bias and measurement investigates the effect of bias on observation, aptitude and achievement tests, vocational tests, and affective tests. The section on bias and the generation of conclusions examines the way that bias can encourage overgeneralization, incorrect attributions of causality, and conclusions based on expectations rather than on data. (Author/RL)

**ED 199 287** TM 181 197  
Brooks, Larry W. And Others

**Instructing Students on the Use of Headings as Aids in Processing Scientific Text.**

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Grant—NIE-G-79-0157

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Style, Higher Education, Individual Differences, \*Language Processing, \*Learning Activities, \*Reading Instruction, \*Reading Processes, \*Recall (Psychology), Scientific Literacy

Identifiers—Delta Vocabulary Test, \*Field Dependence Independence, Group Embedded Figures Test (Witken), \*Headings

The present study evaluated the effectiveness of embedded headings, with and without instructions on their usage, as processing aids for text material. It was expected that the Instructions/Headings group would outperform both the Headings Only and Control (no instructions or headings) groups, and that the performance of the Headings Only group would be superior to the Control group's. A 2,500-word prose passage extracted from an introductory college textbook on ecology was used as the to-be-learned material in this experiment. The Delta Vocabulary Test and the Group Embedded Figures Tests were used as measures of individual differences. Four dependent measures used to assess performance on the ecology passage were an essay exam, outline exam, short-answer exam, and multiple choice exam. Data were analyzed via six analyses of covariance. Results revealed that the Instructions/Headings group performed significantly better than the Headings Only and Control Groups on selected measures. No significant differences, however, were found between the Headings Only and Control conditions. In addition, it was found that field independent students outperformed field dependent students on a number of recall measures. Results are discussed in relationship to previous studies in this area. (Author/RL)

**ED 199 288** TM 181 198  
Brooks, Larry W. Danseure, Donald F.

**Knowledge Schema Training and Descriptive**

**Prose Processing.**

Pub Date—Mar 81

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comprehension, Higher Education, Individual Differences, \*Knowledge Level, \*Language Processing, \*Learning Activities, \*Prose, Recall (Psychology), Retention (Psychology), Scientific Literacy

Identifiers—Delta Vocabulary Test, \*Field Dependence Independence, Group Embedded Figures Test (Witken), \*Schema Theory

Previous research conducted from a schema theory perspective has neglected those instances where the reader is confronted with unfamiliar text. This issue is addressed, and initial results on training students to acquire and use form schema in processing relatively unfamiliar descriptive prose are presented. Thirty-two college students were randomly assigned to two groups: the DICEOX group which received training on the use of knowledge schemata and the control group which did not receive training. A 2,500-word passage dealing with the theory of plate tectonics was used as the material to be learned. The Group Embedded Figures Test (GEFT) and the Delta Vocabulary Test were employed as measures of individual differences. Dependent measures consisted of an essay test, short answer test, multiple choice test, and cloze test. A 2 x 2 analysis of covariance was conducted for each of the four dependent measures. Results revealed that: (1) the DICEOX group performed significantly better than the control group on the essay exam measuring comprehension and recall of descriptive prose material, but did not perform better on the other three dependent measures; and (2) high scorers (field independent) on the GEFT significantly outperformed low scorers on all the dependent measures. (Author/RL)

**ED 199 289** TM 181 199  
Lincoln, Yvonna S. Guba Egon G.

**The Place of Values in Needs Assessment.**

Pub Date—Apr 81

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Assessment, \*Evaluation Methods, \*Formative Evaluation, \*Needs Assessment, \*Values

It is assumed that the delineation of values is critical to proper needs assessments. "Need" is defined as a requisite or desideratum generated as a discrepancy between a target state (T) and an actual state (A), if and only if the presence of the conditions defined by T can be shown significantly to harm, dispose, or constrain a subject (S). There are at least five points at which value judgments impinge upon needs determination. They are: (1) the identification of the domain of T; (2) the designation of the particular T to be utilized in determining the discrepancy between T and A; (3) the designation of the difference between T and A that will be regarded as significant; (4) the determination of what shall constitute a "benefit" under the first two tests for need candidates; and (5) the determination of what shall constitute an "unsatisfactory" state under the second of two tests for need candidates. The process of needs assessment includes: (1) interfacing with stakeholding audiences; (2) carrying out empirical inquiries; (3) identification of need candidates; and (4) testing the need candidates. Finally the interplay of facts and values in projecting responses to needs is discussed. (RL)

**ED 199 290** TM 181 201  
Johnstone, Whitcomb G.

**A Technique for Relating School Variables to Individual Student Achievement.**

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).



Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Average Daily Attendance, Elementary Education, Grade 5, \*Mathematical Formulas, \*Predictor Variables, \*Regression (Statistics), Resource Teachers, Socioeconomic Status

Identifiers—\*Criterion Variables, \*Situational Regression Technique

When the school or district is the unit of analysis in school effects research, the outcome of interest is mean achievement, and the variance explained by school or district level predictors is between schools or between districts. When the individual is the unit of analysis, the outcome of interest is individual achievement and the variance explained by school or district level predictors is between individuals. A technique called situational regression (SR) is described which provides a link between these levels of analysis. SR involves regressing a criterion variable measure at the individual level on one or more predictor variables measured at the group level. Predictors are measured characteristics of the groups e.g., schools, to which individuals belong and may include socioeconomic status (SES), percent daily attendance at the school (ATTEN) and the number of resource teachers assigned to the school (REST). Data illustrating the SR technique were taken from composite student achievement scores of all grade 5 students in one district and regressed on SES, ATTEN, and REST. These three school level variables together accounted for almost 17 percent of the individual variance in achievement scores and represented nearly 70 percent of the between school variation in achievement. (RL)

ED 199 291 TM 810 202

Green, Kathy Sax, Gilbert

Test Reliability by Ability Level of Examinees.

Pub Date—Apr 81

Note—12p; Paper presented at the Annual Conference of the National Council on Measurement in Education (Los Angeles, CA, April 11-17, 1981). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Ability, \*Achievement Tests, French, Higher Education, \*Multiple Choice Tests, Teacher Made Tests, Test Construction, \*Test Reliability

Achievement test reliability as a function of ability was determined for multiple sections of a large university French class ( $n=193$ ). A 5-option multiple-choice examination was constructed, least attractive distractors were eliminated based on the instructor's judgment, and the resulting three forms of the examination (i.e. 3-, 4-, or 5-choice question form) were randomly assigned to quiz sections with similar mean cumulative grade point averages. Students were later grouped into high (3.6-4.0), average (3.1-3.5), and low (0.3-1.0) ability levels based on their final course grades in French where  $B=3.0$  and  $A=4.0$ . A Kuder-Richardson 20 reliability coefficient was computed for each test form for each ability group and adjusted by the Spearman-Brown formula. Differences among reliabilities for the three forms were: (1) significant at  $\alpha=.05$  for the low ability group; (2) not significant for the high ability group; and (3) significant at  $\alpha=.10$  for the average ability group. The ability groups were combined and differences among reliabilities for the three forms were significant at  $\alpha=.05$ . The optimal number of alternatives for all ability groups combined was four. (Author/RL)

ED 199 292 TM 810 220

Kirschner, Paul A.

Manuals for Editors and Authors: A Decision Model.

Pub Date—[81]

Note—16p.

Pub Type—Reports - Descriptive (141)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Authors, \*Editing, \*Models, \*Textbook Preparation, Textbook Standards

A series of eight manuals dealing with the triad text characteristics-learning processes-learning outcomes are being prepared for use by authors and editors as an aid in the design and writing of educational texts. These manuals are based upon a model for the functioning of text characteristics which in turn is part of a decision model for the production of educational texts. These two models are described along with the clusters of characteristics

covered by the manuals and the manuals themselves. The broadly defined clusters are composed of different text characteristics related to each other on the basis of similarities in either intended function, usage or effect. The eight clusters are: (1) illustrations and symbols, encompassing illustrations (photos, drawings), diagrams, flow charts, tables and graphs; (2) adjunct questions; (3) typographical cueing and accentuation, encompassing underlining, the use of different typographies, headings and subheadings, margins, justification, etc.; (4) organizers, introductions and summaries; (5) text organization and text structure; (6) *verständlichkeit*, encompassing the concepts simplicity (sentence construction, word choice), structure, succinctness (compactness) and motivational value; (7) objectives; and (8) auditory supplementation and other aids. (Author/RL)

ED 199 293 TM 810 244

Ory, John C. Valois, Robert F.

The Influence of Negatively Worded Scale Items on Overall Ratings.

Pub Date—[80]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Course Evaluation, Higher Education, Item Banks, \*Negative Forms (Language), Rating Scales, \*Student Evaluation of Teacher Performance, Test Format, \*Test Items

Identifiers—\*Instructor and Course Evaluation System

Two studies investigate whether the placement and/or wording (either positively or negatively) of diagnostic rating scale items influenced student responses to the global items in the evaluation of a course of instruction. The Instructor and Course Evaluation System (ICES) developed at the University of Illinois, Urbana-Champaign was used to conduct end-of-semester course evaluations. Thirty diagnostic items were selected from a catalog containing approximately 500 items. Half of the global items were about the course and half were about the instructor. Twenty of the 30 items were rewritten to create positively and negatively worded versions of each item. Three negative wording conditions were repeated on scales with the two global items appearing either before or after the 30 diagnostic items. In two studies, 455 undergraduates were randomly administered one of six evaluation forms. Results of a 2 x 3 analysis of variance with repeated measures indicated that the instructor was significantly higher rated than was the course. In neither study were the overall ratings of the instructor or course affected by the negative or positive wording of the diagnostic items. (RL)

ED 199 294 TM 810 246

Mann, Margaret W. And Others

Linking Agents and State-Mandated Educational Projects: A Study of the Role and Functions of Facilitators During Implementation of Maryland's Project Basic.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Maryland State Dept. of Education, Baltimore; National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Contract—400-80-0106

Note—47p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Agency Role, \*Competency Based Education, \*Educational Responsibility, Linking Agents, \*Program Implementation, School Districts, \*State Programs, State Surveys

Identifiers—\*Maryland State Department of Education, \*Project BASIC

A study conducted in 1980 to examine the first year of the role and functions of Project Basic facilitators is described. Project Basic is Maryland's statewide competency-based educational program. The facilitators are state education agency (SEA) supported staff located at 23 of the state's 24 local education agencies (LEAs). The two major facilitator responsibilities are: (1) to facilitate local implementation of the state mandated program; and (2) to serve as a state-local communication link. Data were collected by Maryland State Department of Education documents, survey questionnaires, and interviews. Respondents included SEA senior

management, Project Basic staff, facilitators, and LEA coordinators. Findings are reported for two points in time: July 1979 and July 1980. Results indicated that the facilitator role was perceived as successful by all levels of the educational hierarchy in that facilitators ensured local implementation of the project and maintained good relationships between state and local agencies. Problem areas were identified. (Author/RL)

ED 199 295 TM 810 277

McCaffrey, Arthur

Testing a Model of Communicative Competence in the Classroom. Final Report.

Judge Baker Guidance Center, Boston, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—NIE-G-76-0042

Note—297p.

Pub Type—Reports - Evaluative (142)—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Classroom Communication, Cognitive Processes, \*Communicative Competence (Languages), Diagnostic Teaching, Diagnostic Tests, \*Evaluation Methods, Grade 2, \*Intervention, Learning Activities, \*Models, Primary Education, \*Program Effectiveness, \*Psycholinguistics, Underachievement

Identifiers—\*Peer Modeling

The results of a study in applied educational psycholinguistics are presented. The project used a theoretical model of communicative competence to develop testing techniques for diagnosing levels of ability in functional language skills, and to develop training techniques to promote the acquisition of speaking and listening skills among elementary school children in three urban metropolitan schools. Three main issues of the study were: (1) Evaluation: a theoretical analysis and description of the communication process was made, and a battery of perceptual, cognitive and linguistic measures were constructed which reliably and validly trichotomized a sample of grade 2 students into low, moderate, and high levels of oral communication competence; (2) Intervention/Training: the evaluation data were used to create an experimental group of low competent subjects who were enrolled in a communication training program to improve their expressive language skills; and (3) Assessment of Training: statistical comparisons were made of experimental versus control subjects and a number of significant training and modeling effects were found on a variety of cognitive and pragmatic-linguistic measures. Two major language functions were discovered—spatio-temporal language, and logical language—and their implications for cognitive and linguistic development were examined. (Author/RL)

ED 199 296 TM 810 309

Ory, John C. Braskamp, Larry A.

Faculty Perceptions of the Quality and Usefulness of Three Types of Evaluative Information.

Pub Date—Aug 80

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, \*Course Evaluation, Data Collection, Faculty Promotion, Higher Education, Instructional Improvement, Simulation, \*Student Evaluation of Teacher Performance, \*Teacher Attitudes, Teacher Improvement, \*User Satisfaction (Information)

Identifiers—\*Evaluation Utilization, \*Instructor and Course Evaluation System

Faculty perceptions of simulated college student evaluative information collected by three methods were investigated: open-ended questions, group interviews, and objective questionnaire items. The objective items were from the Instructor and Course Evaluation System (ICES) student rating questionnaires. Open-ended questions were: (1) comment on the strengths and weaknesses of the instructor; (2) the beneficial aspects of the course; (3) suggestions for course improvement; and (4) comment on the grading procedures. The group interview process involved a pre- and post-interview session with the interviewer and the instructor. Faculty rated the three simulated evaluation reports on their potential for accuracy, trustworthiness, usefulness, comprehensiveness, believability, interpretability, and value as information used for self-improvement and promotion purposes. Faculty, in general, regarded the evaluative information to be more creditable.

useful and accurate for their own self improvement than for promotion purposes. Faculty also desired more than one type of evaluative information regardless of the purpose of evaluation. (Author/RL)

**ED 199 297** TM 810 318

Brattesani, Karen And Others

Using Student Perceptions of Teacher Behavior to Predict Student Outcomes.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Apr 81

Grant—NIE-G-79-0078; NIE-G-80-0071; NIMH-1-RO1-MH34379-01

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Correlation, Elementary Education, Elementary School Mathematics, \*High Achievement, \*Low Achievement, \*Predictive Validity, Reading Achievement, Self Concept, Self Concept Measures, \*Student Teacher Relationship, Teacher Behavior

Identifiers—\*Teacher Expectations, \*Teacher Treatment Inventory (Weinstein et al)

The ways in which students' perceptions of teacher behavior in the elementary school classroom clarifies the relationships among teacher expectations, student expectations, and student achievement are examined. Subjects in two data sets consisted of 234 grade 4-6 students from 16 classrooms in an urban, ethnically mixed school district, and 101 grade 3-5 students in seven additional classrooms from the same school district. All students completed the Teacher Treatment Inventory (TTI), consisting of 44 items describing ways in which teachers work with students. Additional data collected from all students included year end achievement scores and a self-concept of attainment measure. Teachers provided rankings of expected achievement in reading, mathematics, and schoolwork for each of their students. According to students, low achievers get more negative feedback and teacher direction, and more work and rule oriented teacher behaviors; high achievers get higher expectations, more opportunities to participate, and more choice of tasks. Hierarchical regressions analyses showed that year end achievement was less effectively predicted by prior achievement, but more effectively predicted by teacher expectations in high than in low perceived differentiating classrooms. (Author/RL)

**ED 199 298** TM 810 332

Popham, W. James

Teacher Evaluation—The Wrong Tests for the Right Job.

Pub Date—Apr 81

Note—9p.; Adapted from a symposium presentation at a jointly sponsored session during the Annual Meetings of the National Council of Measurement in Education and the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Criterion Referenced Tests, \*Norm Referenced Tests, \*Teacher Evaluation, \*Test Validity

Teachers should be evaluated chiefly by the results they produce. Those results will not be properly detected through the use of norm-referenced achievement tests (NRT) due to the following major deficits of NRT: (1) the descriptions of what is measured by NRT are far too loose; (2) evaluative expectations are unclear; (3) the necessity for NRT to produce sufficient variance in examinee responses makes it less likely that such tests will measure pupil mastery of key knowledge and skills; and (4) most NRT do not differentiate among students chiefly on the basis of what those students have learned in school—rather their differentiations are based heavily on the nature of the semantic experience that students bring to school. Pupil test performance should be used as a major factor in any teacher evaluation system, however. Those tests should be well constructed criterion-referenced tests (CRT) which will provide teachers with a clear set of instructional targets and test items which can detect the effects of skillful instruction, communication of

evaluative criteria, absence of the automatic excision of items on which pupils perform well, and a vehicle which can measure affective gains. (RL)

**ED 199 299** TM 810 339

Anderson, Ronald E. And Others

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.

Minnesota Univ., Minneapolis. Center for Social Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[81]

Grant—NSF-SED-79-17259

Note—29p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Achievement Rating, \*Data Analysis, Educational Assessment, Elementary Secondary Education, National Surveys, \*Research Design, \*Research Methodology, \*Research Problems

Identifiers—\*Data Interpretation, \*National Assessment of Educational Progress

The organization of data at the National Assessment of Educational Progress (NAEP) is undergoing a significant transition from a system designed only for national assessment purposes to one designed both for assessment and a variety of academic research interests. The advent of NAEP public-use data files opens up many possibilities for those who have the skills, time, and resources to do secondary analysis. An analysis of the mathematics test items is presented which demonstrates alternate procedures for developing indicators of mathematics achievement. This analysis demonstrates that the NAEP item subsets will not always meet conventional psychometric criteria. This failure to meet standard achievement test criteria does not mean that secondary analysis of the data is unwise. It does imply, however, that interpretation of findings, especially those using subsets, must be made cautiously. Limitations of the methodology must be acknowledged. Conventional achievement testing is not item-centered like assessment testing. The measurement priority of assessment is stability across multiple testings, not relative comparisons among persons. Consequently, standards of item discrimination and construct validity have obviously less import. Of far greater importance for assessments are standards of face validity, content validity, internal consistency and the application of rigorous data analysis techniques. (Author/RL)

**ED 199 300** TM 810 351

King, Jean A. Thompson, Bruce

A Nationwide Survey of Administrators' Perceptions of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Apr 81

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*National Surveys, \*Program Evaluation, \*Research Utilization, \*School Administration, User Satisfaction (Information), Use Studies

Identifiers—Evaluation Utilization

Perceptions of evaluation held by principals, superintendents, and school board members were investigated. The study's instrument, a brief survey, was sent to a nationwide random sample of administrators. Dependent variables focused on the following general areas of concern: the users' perceptions of evaluation, including how useful they find its results, its most important function for them, etc., and the users' perceptions of their interactions with evaluators, including the frequency of contact, the most common types of evaluators, and the users' preferred method of receiving evaluation information. For the purposes of the survey, program evaluation was defined as "the process of providing information about programs to administrators or school board members to help them make decisions regarding the programs." Tentative conclusions based on responses to the questionnaire included: (1) a majority of users find the evaluations of educational programs in their school system useful; (2) roughly half of the average decisions made are determined by evaluation information; (3) only 28 per-

cent of respondents reported that the program effects they most care about can be directly measured; and (4) few users speak frequently with program evaluators about the programs they are studying. (Author/RL)

**ED 199 301** TM 810 352

Lai, Morris K.

"Net Benefit," A Neglected Metaevaluation Criterion.

Pub Date—Apr 81

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accountability, \*Educational Assessment, \*Evaluation Criteria

Identifiers—\*Meta Evaluation, \*Net Benefit

Evaluation has generally not been accountable in terms of its promoting a "net-benefit." The term "net-benefit" rather than "benefit" is used because a given amount of legitimate benefit may come at the expense of an inordinate expenditure of evaluation resources or energy. If any aspect of an evaluation is unlikely to provide any net-benefit to humanity as far as the overall evaluation is concerned, then it probably shouldn't be done given the relative scarcity of evaluation resources and energy. Examples of net-nonbeneficial energy-wasting evaluation activities include: (1) carrying out overly complex statistical analyses; (2) dissemination and use (or lack thereof) of the draft version of the Standards produced by the Committee on Standards for Educational Evaluation which forbade the draft version to be cited, duplicated, or distributed without written permission of the Chairman of the Standards Committee; and (3) the publication of articles including excess spending of time in adhering to style guidelines. Determining whether an evaluation activity has the potential to lead to net-benefit is clearly not always an easy task, but it is an effort toward achieving accountability. (RL)

## UD

**ED 199 302** UD 020 145

Delaney, Anita J. Ed.

Black Task Force Report: Project on Ethnicity.

Family Service Association of America, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Report No.—ISBN-0-87304-171-2

Pub Date—79

Grant—NIMH-MH-15095

Note—37p.; For a related document see UD 020 146.

Available from—Family Service Association of America, 44 East 23 St., New York, NY 10010 (\$3.00 each plus \$1.00 shipping and handling).

Pub Type—Reports - Descriptive (141) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Black Culture, \*Blacks, Economically Disadvantaged, \*Family (Sociological Unit), \*Mental Health, \*Mental Health Programs, \*Models, Program Descriptions, Program Development, Social Services, Systems Approach, Urban Areas

Identifiers—Ecological Validity

The major aim of this report is to develop a model of mental health service delivery to the urban, low-income black community. The model assumes that racism and poverty have placed constraints on the development and functioning of systems related to the black family and that the family is the primary source of mental health in the black community. The conceptual base of the model flows from an ecological systems perspective which takes into account relationships that occur between poor black individuals and the systems within and outside their neighborhoods. The goals of the model are concerned with developing and strengthening skills for survival and achievement. The model suggests that mental health service delivery programs should begin with a neighborhood needs assessment, be located in an accessible physical facility, and reflect appropriate staffing and staff training. The program components should include family advocacy functions and culturally based counseling services. (MK)

**ED 199 303** UD 020 146

Mizio, Emelicia, Ed.

**Puerto Rican Task Force Report: Project on Ethnicity.**  
Family Service Association of America, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Report No.—ISBN-0-87304-170-4

Pub Date—79

Grant—NIMH-MH-15095

Note—51p.; For a related document see UD 020 145.

Available from—Family Service Association of America, 44 E. 23 St., New York, NY 10010 (\$3.00 ea. plus \$1.00 shipping and handling).

Pub Type—Reports - Descriptive (141) — Books (010)

Document Not Available from EDRS.

Descriptors—Economically Disadvantaged, \*Family (Sociological Unit), \*Mental Health, \*Mental Health Programs, \*Models, Program Descriptions, Program Development, Puerto Rican Culture, \*Puerto Ricans, Social Services, Systems Approach

Identifiers—Ecological Validity

A model of mental health service delivery to the low-income Puerto Rican population in areas of the mainland United States where Puerto Ricans are concentrated is presented in this report. The model, designed for use by family service agencies and other similar mental health facilities, assumes that Puerto Ricans are at great risk for mental health problems and are victims of social pressure and racism. The first section of the report represents an effort to develop a conceptual framework upon which to base a design of a service delivery model. This framework utilizes systems and ecological concepts. The second section of the report presents one service model justified by the conceptual base. The model suggests that mental health service delivery programs should anticipate a period of community testing before referrals are made, be located in an accessible physical facility, be established as a separate Puerto Rican program, employ a bicultural staff, and provide special staff training. Suggested program components include advocacy services, consultation, information and referral services, counseling, family life education, integrated programs, and research and evaluation procedures. The third section of the report presents a series of guidelines for the development of standards of mental health service delivery. (Author/MK)

**ED 199 304** UD 020 741

**Vandalism Survey and Report, Suburban Cook County School Districts, 1978-79. Research Report No. 3217.**

Educational Service Region of Cook County, Chicago, Ill.

Report No.—3217

Pub Date—Apr 80

Note—11p.

Pub Type—Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Costs, Elementary Secondary Education, \*Prevention, School District Spending, \*School Vandalism, Suburban Schools, Tables (Data)

Identifiers—\*Illinois (Cook County)

The statistical information compiled in this report indicates the extent, frequency, and financial costs incurred as a result of vandalism in the public schools of suburban Cook County, Illinois. Data presented were gathered from a survey instrument developed and disseminated by the Educational Service Region of Cook County to 143 school districts. Survey findings indicate a sharp decline in vandalism costs during the last five years. Successful prevention programs developed by school districts are credited with contributing to this decline. Some of these programs are briefly described. (MK)

**ED 199 305** UD 021 031

Alexander, E. Curtis

**Teaching Writing to the Culturally Particular Black Student: A Cultural-Historical Approach.**

Pub Date—78

Note—24p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Black Education, \*Black Students, \*Cultural Influences, Self Expression, \*Social Status, \*Teacher Role, \*Writing Instruction, Writing Skills

Identifiers—\*Freire (Paulo)

In this paper, the teaching of writing to black students is examined within the broader context of the education of blacks in American society. The purpose of a cultural historical approach to literacy is said to be the focus on black students' powers of expression, rather than on the technical accomplishments of writing, spelling, and punctuation. Problems in self expression that result from social and cultural domination are delineated. Drawing from the work of Paulo Freire, the author asserts that black students are both marginal to and oppressed within the formal educational system of the United States. Educational practices and teacher attitudes that imply or reinforce the marginality of blacks are discussed. A literacy process through which blacks become subjects (rather than objects) in their educational endeavors is then described. The teacher's role is held to be one of posing problems about existential situations in order to help black students to arrive at a critical view of their reality. Several guidelines for teachers are provided. (Author/GC)

**ED 199 306** UD 021 122

Williams, Benjamin R.

**John Hope Franklin—Individual Extraordinary: A Personal Observation.**

Pub Date—80

Note—24p.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biographies, \*Black Achievement, Black Culture, \*Black Education, \*Black History, \*Black Leadership, \*Black Teachers, Civil Rights Identifiers—\*Franklin (John Hope)

This paper provides a history and analysis of the career of black historian and educator John Hope Franklin. Franklin's early educational experiences are described and discussed in relation to the overall black educational situation in the 1930s. Also discussed are Franklin's books and his ideas and activities in the areas of civil rights. (APM)

**ED 199 307** UD 021 144

Kumata, Ruth Murata, Alice

**Employment of Asian/Pacific American Women in Chicago. Report of a Conference Sponsored by the Women's Bureau, U.S. Department of Labor (Chicago, Illinois, March 22, 1980).**

Spons Agency—Women's Bureau (DOL), Washington, D.C.

Pub Date—22 Mar 80

Note—99p.; Survey form may be marginally legible due to reproduction quality of original document. Names and addresses of participants have been deleted in order to protect their privacy.

Pub Type—Collected Works - Proceedings (021) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Asian Americans, Business, Case Studies, \*Employed Women, Employment Level, \*Employment Opportunities, \*Employment Patterns, Employment Programs, \*Equal Opportunities (Jobs), Federal Government, Federal Programs, Government Employees, Immigrants, \*Job Training, Occupational Surveys, Racial Discrimination

Identifiers—Department of Labor, \*Illinois (Chicago), Pacific Americans

This report presents the proceedings of a Chicago conference and other information acquired as part of a project designed to increase the access of Asian and Pacific American women to U.S. Department of Labor programs. The first part of the report describes the Chicago conference and includes several articles: (1) a history of Asian women in Chicago; (2) case studies of Asian and Pacific American women's employment experiences and the implications of these experiences; (3) descriptions of Department of Labor employment and training programs; and (4) guidelines for securing Federal employment. Also presented here are descriptions of conference workshops held on establishing employment networks and beginning small businesses. The second part of the report deals with employment patterns of Asian and Pacific women in the Midwestern United States, including an overview and some preliminary statistical data on Korean, Indian, Indochinese, Chinese, Japanese, and Filipino

women in the Chicago area. Part III presents the recommendations from the National Conference on Employment of Asian/Pacific American Women held in Washington, D.C. (Author/GC)

**ED 199 308** UD 021 149

Newby, James Edward

**Black Authors and Education: An Annotated Bibliography of Books.**

University Press of America, Inc., Washington, D.C.

Report No.—ISBN-0-8191-0975-4

Pub Date—80

Note—103p.

Available from—University Press of America, Inc., 4720 Boston Way, Lanham, MD 20801 (\$7.50 paper, \$15.00 cloth).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Authors, \*Blacks, \*Education, \*Educational Policy, Elementary Secondary Education, Higher Education

This annotated bibliography cites books on education and educational policy by black authors. The books cover the period from the 1800's to the present. The purpose of the bibliography is fourfold: (1) to update the existing knowledge of educational material by black authors, (2) to meet the needs of instructional and research programs in Afro-American studies and fields related to teaching ethnic groups, (3) to facilitate literary integration, and (4) to ensure that the role and contributions of black authors are not lost. (Author/MK)

**ED 199 309** UD 021 157

Pearce, Diana

**Breaking Down Barriers: New Evidence on the Impact of Metropolitan School Desegregation on Housing Patterns. Final Report.**

Catholic Univ. of America, Washington, D.C. Center for National Policy Review.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 80

Grant—NIE-G-78-0125

Note—76p.; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advertising, Comparative Analysis, \*Desegregation Effects, Desegregation Plans, Elementary Secondary Education, Hispanic Americans, Housing, Housing Discrimination, Inner City, \*Metropolitan Areas, \*Neighborhood Integration, Racial Composition, \*Racial Segregation, Real Estate, \*Residential Patterns, \*School Desegregation, School Segregation, Urban to Suburban Migration

A research project was conducted based on the hypothesis that metropolitan school desegregation, by removing white enclaves in the schools, has an effect on the way housing choices are made and results in lower levels of housing segregation. By comparing seven pairs of cities that are otherwise similar (in terms of size, region, minority percentage, and ethnic mix), it was consistently found that the city with metropolitan school desegregation experienced more housing integration than its counterpart, the city without metropolitan desegregation. The cities examined varied in regard to their size, their ethnic minorities, and the region of the country in which they are located. They include Bridgeport, Connecticut and Springfield, Massachusetts; Richmond, Virginia and Charlotte, North Carolina; Augusta, Georgia and Greenville, South Carolina; Atlanta, Georgia and Tampa-St. Petersburg, Florida; Saginaw, Michigan and Racine, Wisconsin; Tulsa, Oklahoma and Wichita, Kansas; and San Bernardino and Riverside, California. The research also documented differences in the ways schools are used by housing sellers, depending on the factor of metropolitan school desegregation, with advertisements for housing in communities with segregated schools consistently using school names. (Author/GC)

**ED 199 310** UD 021 160

Mann, Dale And Others

**Chasing the American Dream: Jobs, Schools, and Employment Training Programs in New York State.**

Community Service Society of New York, N.Y.; National Association for the Advancement of Colored People, New York, N.Y.

Spons Agency—New York State Dept. of Labor, Albany. CETA Operations Div.



Pub Date—Nov 80

Note—50p.; Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Aspiration, Demography, \*Disadvantaged Youth, \*Employment Opportunities, Interviews, Job Training, Minority Groups, Secondary Education, Student Attitudes, Unemployment, Youth, \*Youth Employment, Youth Opportunities, Youth Problems, \*Youth Programs

Identifiers—\*New York

In a year long study of youth employment, interviews were conducted with 3,130 young people aged 14 to 21 from urban, suburban, and rural areas of New York State. Peer interviewers were employed for data collection. Data were gathered on the youths' employment-related characteristics, socio-economic backgrounds, aspirations, attitudes toward work and school, and on how they spend their time. Additionally, 16 government youth employment training programs were examined. Conclusions and recommendations were made in three categories: targeting services, funding issues, and training communities and programs. (MK)

**ED 199 311** UD 021 175

Gibbons, R. Arnold

**Newspaper Readership Habits in the Black Community.**

Pub Date—8 Sep 80

Note—61p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Advertising, \*Black Attitudes, \*Black Businesses, \*Black Community, Mass Media, \*Newspapers, Reading Habits, Surveys

Identifiers—\*Amsterdam News NY, \*New York (Harlem)

This is a report of a survey conducted to determine newspaper readership habits of persons living within the circulation of the "Amsterdam News," a black weekly published in New York City. The survey was conducted with the purpose of increasing advertising revenues and assisting the management of the "Amsterdam News" with changes in the newspaper's structure and editorial functions. Presented in the report are a brief review of recent research dealing with black people in the media, a description of the survey methodology, and demographic data on the population surveyed. Also provided are a copy of the survey and extensive analysis of the respondents' general media habits, reading preferences, shopping habits (food, furniture, and clothing), and advertising interests. Finally, readers' attitudes toward "Amsterdam News" coverage of news, racial issues, sports, arts, entertainment and social events are described. (GC)

**ED 199 312** UD 021 179

Soberano, Jane Soberano, Rawlein

**New Orleans: Melting Pot of the South?**

Pub Date—25 May 78

Note—18p.; Paper presented in an all-day workshop given to the social workers of New Orleans Associated Catholic Charities at Hope Haven-Madonna Manor (New Orleans, LA, May 25, 1978).

Pub Type—Historical Materials (060) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Blacks, Cultural Background, Cultural Context, \*Cultural Differences, \*Cultural Traits, \*Hispanic Americans, Immigrants, Needs, \*Vietnamese, \*Whites

Identifiers—\*Louisiana (New Orleans)

The sociological characteristics of the ethnic and racial groups comprising the New Orleans, Louisiana, population are described in this paper. The immigration and settlement patterns of whites, blacks, Latin Americans, and Vietnamese are reviewed. The present needs of these groups are discussed and, finally, a chart delineating and comparing cultural characteristics of the four groups is presented. (MK)

**ED 199 313**

Gary, Lawrence E. Newhouse, Quentin, Jr.

**Bibliography on Informal Support Systems.**

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.

Pub Date—[80]

Note—26p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Black Community, Black Culture, \*Blacks, Child Welfare, \*Community Support, Family Relationship, \*Family Structure, \*Networks, Older Adults, Public Health, \*Social Life

Identifiers—\*Support Systems

This bibliography of published books and articles on informal support systems focuses on such support systems especially as they exist for blacks. Works on the elderly, the poor, and other minorities are also cited. Topics covered include family structures, community relations, child welfare, health care, and social class and economic issues. The approximately 375 citations are arranged alphabetically by author. (APM)

**ED 199 314**

Henry, Philip N.

**Accommodating Black Students on Traditionally White Campuses: Some Considerations.**

Pub Date—[78]

Note—14p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adjustment (to Environment), \*Admission Criteria, Black Stereotypes, \*Black Students, College Entrance Examinations, \*Counseling, Counseling Techniques, Counselor Attitudes, \*Counselor Client Relationship, Higher Education, Secondary Education, Student College Relationship

This paper concerns the need for colleges to accommodate black students, especially in the area of guidance. The use of standardized tests and other means for predicting the academic success of blacks is discussed. It is suggested that admission personnel include such variables as self concept, leadership potential, ambition, and maturity as means of predicting academic success. The role of stereotypes and the interaction between black students and white counselors are considered in relation to the black student's reaction to counseling. It is said that counselors' use of such terms as "culturally deprived" and "disadvantaged" tend to characterize black students as being inferior. It is recommended that counselors of black college students have an understanding of black culture, but that they understand that not all blacks share the same subcultural traits and attitudes. (APM)

**ED 199 315**

Bolger, Rory

**Models of Urban Redevelopment: Renaissance Center or the Solidary Neighborhood.**

Pub Date—1 Dec 79

Note—16p.; Paper presented at the Annual Meeting of the American Anthropological Association (78th, Cincinnati, OH, December 1, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Attitudes, \*Community Change, \*Community Role, \*Community Support, \*Inner City, \*Neighborhood Improvement, Unemployment, Urban Environment, Urban Planning, \*Urban Renewal

Identifiers—\*Michigan (Detroit)

This paper examines the attempts to rebuild downtown Detroit. Two models for redevelopment are examined: (1) the use of private sector investment as exemplified by the Renaissance Center Complex; and (2) the "solidary neighborhood" model, which involves the use of community labor and participation. The "Renaissance model" of redevelopment is criticized for benefiting the economic elite at the public expense through tax subsidies. The paper maintains that this project failed to alleviate the major urban problem of unemployment. Based on a case study, it is suggested that the redevelopment of neighborhoods is best achieved through problem oriented community and church based networks. The "solidary neighborhood" model is needed to enable a community to become more cohesive while maintaining or bettering its quality of life. (Author/APM)

UD 021 190

**ED 199 316**

Levine, Daniel U. And Others

**A Study of Selected Issues Involving Magnet Schools in Big City School Districts. Final Report.**

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—8-0907

Pub Date—10 Jun 80

Grant—NIE-G-78-0130

Note—161p.; Not available in paper copy due to reproduction quality of original document. Appendices have been deleted because of reproducibility problems.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Attitudes, \*Black Students, Busing, \*Desegregation Methods, Elementary Secondary Education, Family Environment, \*Inner City, \*Magnet Schools, School Community Relationship, School Desegregation, School Role, \*Socioeconomic Status, Teacher Attitudes, Urban Education, \*Urban Renewal, Urban Schools, Voluntary Desegregation

Identifiers—Illinois (Chicago), Massachusetts (Boston), Minnesota (Saint Paul), Missouri (Kansas City), Texas (Dallas), Wisconsin (Milwaukee)

This report presents a study of issues involving magnet schools in big city school districts. The study consisted of three parts: (1) an analysis of the attitudes of educators familiar with part-time desegregation; (2) an investigation of the role of magnet schools that have been making a positive contribution to the redevelopment of big city neighborhoods; and (3) a comparison of the social status and home environment of inner city students who attended magnet schools outside their neighborhood and those who attended local neighborhood schools. The first part of the report examines desegregation policies and practices at both the elementary and secondary level. The report's second section presents case studies of magnet schools in three cities. Finally, the third part deals with the question of whether inner city students who enroll in magnet schools are higher in social class and/or home environment than are students from the same neighborhood who do not elect magnet options. (Author/APM)

**ED 199 317**

Muller, Thomas And Others

**The Urban Household in the 1980s: A Demographic and Economic Perspective. Revised.**

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—HUD-CPD-631

Pub Date—Apr 80

Contract—H-2884

Note—133p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Birth Rate, \*Economic Factors, Employment Projections, Family (Sociological Unit), \*Family Income, \*Housing, Housing Needs, Income, Inflation (Economics), Marriage, \*Mobility, Population Distribution, Social Services, \*Urban Areas, \*Urban Demography

This report focuses on demographic and economic changes affecting urban households during the 1980s. Statistics regarding birth, fertility and mortality rates, marriage and divorce, and household formation are presented. Metropolitan and interregional trends in mobility are examined by racial, income and age groups. Growth rates of the national economy and its effect on household income are projected. Also indicated are projected employment levels and the distribution of jobs. The impact of these demographic and income changes on housing demand, education, health, police protection, day care, and aid to families with dependent children is assessed. (Author/APM)

UD 021 206

UD 021 200

## ED 199 318

UD 021 210

Strelnick, Hal Young, Richard

**Double Indemnity: The Poverty and Mythology of Affirmative Action in the Health Professional Schools. A Health/PAC Special Report.**

Health Policy Advisory Center, Inc., New York, N.Y.

Pub Date—Jun 80

Note—63p.; Not available in paper copy due to small print size of original document.

Available from—Health Policy Advisory Center, Inc., 17 Murray St., New York, NY 10007 (\$5.00; \$4.00 each for 10 or more).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, \*Affirmative Action, Blacks, Dental Schools, \*Educational Discrimination, \*Females, Health Occupations, Higher Education, \*Medical Education, Medical School Faculty, \*Medical Students, \*Minority Groups, Need Analysis (Student Financial Aid), Pharmaceutical Education, Racial Discrimination, Sex Discrimination, \*Student Financial Aid. Despite increasing interest on the part of minority undergraduates and a potentially expanded applicant pool, minority admissions to most health professional schools have remained static or fallen since 1974-75. Although women are being admitted to medical schools in increasing numbers, they still constitute less than thirty percent of the student population. Federal financial aid policy plays a role in perpetuating a bias against women and minorities by focusing funding on service commitment scholarships that are awarded without regard to financial need, race, or sex. The most affluent students receive, on the average, fourteen percent more than the poorest students. Affirmative action for minorities appears to succeed where affirmative action has also succeeded for women. However, a pattern of discrimination against women seems to be evident in southeastern medical and dental schools. The most important component of a successful affirmative action program is involvement of minority students and faculty in admissions and retention programs. Yet the percentage of minority faculty has not changed since 1971-72. Numbers of black and Puerto Rican faculty in medical schools have declined. (Author/APM)

## ED 199 319

UD 021 211

**Asian/Pacific American Education Agenda for the 1980's.**

Asian/Pacific American Concerns Staff (ED), Washington, D.C.; National Asian/Pacific American Education Alliance, Springfield, Va.

Report No.—E-80-25000

Pub Date—[80]

Note—27p.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Asian Americans, \*Bilingual Education, Career Counseling, \*Educational Improvement, \*Educational Needs, Elementary Secondary Education, Ethnic Bias, \*Ethnic Studies, \*Federal Government, Higher Education, Multicultural Education, Organizations (Groups), Policy Formation, State Government, Textbook Bias

Identifiers—\*Pacific Americans

This program offers fourteen resolutions with corresponding strategies for improving education for Asian and Pacific Americans. These strategies are specifically directed to the Asian/Pacific American Concerns Staff and other Asian/Pacific American organizations. Issues addressed include: (1) insufficient State and Federal funding for bilingual and multicultural education; (2) the necessity for flexibility in Federal policy; (3) equal access by Asian/Pacific Americans to government decision making; (4) curriculum bias in textbooks, resource materials, and teacher training; (5) higher education support services and occupational counseling; and (6) better representation of Asian/Pacific Americans among educational administrators. The resolutions also call for more research related to Asian/Pacific American concerns, the prohibition of educational voucher plans, and the legitimization of Asian/Pacific American studies. (APM)

## ED 199 320

UD 021 216

**Amistad Symposium on Southern Civil Rights Litigation Records for the 1960s (New Orleans, Louisiana, December 8-9, 1978).**

Dillard Univ., New Orleans, La. Amistad Research Center.

Pub Date—Dec 78

Note—60p.

Pub Type—Historical Materials (060)—Collected Works—Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Civil Disobedience, \*Civil Rights, \*Civil Rights Legislation, \*Desegregation Litigation, \*Discriminatory Legislation, Equal Education, Equal Facilities, Justice, Organizational Effectiveness, \*Organizations (Groups), \*Racial Discrimination, Racial Integration, Racial Segregation, Speeches

This report contains transcripts of speeches given at the Amistad Symposium by lawyers, judges, and others active in the civil rights movement since the 1960s. Speakers include Clifton Johnson, J. Skelly Wright, John P. Nelson, Edwin King, Fred L. Banks, Jr., Lawrence A. Aschenbrenner, Frank R. Parker, Henry Schwarzschild, and Richard B. Sobol. They recount their experiences as civil rights workers and lawyers and outline major court cases in civil rights litigation. Also described are the activities of various organizations, such as the Lawyers Constitutional Defense Committee, the Lawyers Committee for Civil Rights Under Law, and the NAACP Legal Defense Fund. Through these speeches, a broad overview of the civil rights struggle, its history and effects is provided. (APM)

## ED 199 321

UD 021 223

Guskin, Judith T. Alexander-Minter, Rae

**Los Angeles School Desegregation: Legal, Administrative, Community and Anthropological Perspectives. A Symposium Report.**

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Nov 80

Note—78p.; Report of a symposium, "Anthropological Perspectives on School Desegregation: A Dialogue among Practitioners, Community Representatives, Scholars, and Legal Experts," at the Annual Meeting of the American Anthropological Association (Los Angeles, CA, November 17-18, 1978).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Blacks, Busing, Community Role, \*Desegregation Effects, \*Desegregation Litigation, Desegregation Methods, \*Desegregation Plans, \*Educational Anthropology, Elementary Secondary Education, Ethnic Distribution, Ethnic Relations, \*Ethnography, Hispanic Americans, Mexican American Education, Multicultural Education, Racial Composition, \*School Demography, School Desegregation, Urban Demography

Identifiers—\*California (Los Angeles)

This report presents an anthropological perspective on the legal, demographic and community issues involved in school desegregation in Los Angeles. Views on the desegregation process expressed by lawyers, school administrators, community members, educators, and anthropologists who attended a 1978 symposium are summarized. An historical and legal review of desegregation issues in California from 1963 to 1978 is provided. Several issues pertinent to desegregation efforts in any large city are raised, including: (1) the status of minority multiethnic and multilingual groups other than blacks in desegregation remedies; (2) inclusion or exclusion of racially isolated schools in desegregation plans; (3) the definition of a desegregated school in districts where whites are the minority; and (4) problems of citizen involvement. The benefits of desegregation to different racial and ethnic groups are discussed. Also included are suggestions regarding the contributions anthropologists can make in clarifying problems in desegregation planning. (Author/APM)

## ED 199 322

UD 021 224

Murray, Sandra R. And Others

**The National Evaluation of the PUSH for Excellence Project. Technical Report 2: Implementation.**

American Institutes for Research, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-78602-11/80-1R

Pub Date—Nov 80

Contract—400-79-0014

Note—136p.; Institute for Neighborhood Initiatives. For a related document see ED 185 693. Tables marginally legible due to small type.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, \*Community Involvement, Economically Disadvantaged, Educational Environment, Educational Improvement, \*Equal Education, Formative Evaluation, Minority Groups, Program Descriptions, Program Evaluation, \*Program Implementation, Secondary Education, Student Needs

Identifiers—California (Los Angeles), Colorado (Denver), Illinois (Chicago), Missouri (Kansas City), \*Push for Excellence Program, Tennessee (Chattanooga), Tennessee (Memphis)

This report evaluates the implementation of the PUSH for Excellence program (PUSH-EXCEL) from September of 1979 to March of 1980. PUSH-EXCEL operated in 39 schools in six cities. For evaluative purposes, 11 schools were studied, seven of them intensively. Data were collected through interviews, observations, and examination of archival records. The first chapter of this report summarizes the state of implementation in each of the six cities. The second chapter discusses the implementation plan devised, elaborated, and revised by the national PUSH-EXCEL office. The third chapter presents evaluative data, including indicators of awareness of the program, affective response to the program, and engagement in program activities. Implications for future program implementation and subsequent evaluation are presented in the final chapter. Evaluative instruments are appended. (MK)

## ED 199 323

UD 021 235

Fram, Isabel And Others

**"I Don't Know Yet": West Indian Students in North York Schools: A Study of Adaptive Behaviours. Research Report.**

North York Board of Education, Willowdale (Ontario).

Pub Date—Sep 77

Note—112p.; Table in Appendix D reads backwards.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—\*Adjustment (to Environment), Behavior Patterns, \*Coping, Foreign Countries, \*Immigrants, Junior High Schools, Remedial Programs, School Orientation, Self Concept, Self Concept Measures, \*Student Adjustment, Student Behavior, Teacher Role

Identifiers—\*Canada, Limited English Speaking, North York Self Concept Inventory (Crawford), \*West Indians

A study was conducted among black West Indian students in North York, Ontario (Canada) junior high schools. The purpose of the study was to determine what factors were present in those students who appeared to cope easily with the transition to Canadian schools and those who appeared to have difficulty. Data were collected from students by means of a self concept inventory, a sentence completion instrument, a sociogram, and an interview. Teachers submitted a behavior rating checklist to evaluate the students. The survey revealed a high percentage of students classified as "coping." Among students identified as "noncoping," academic weakness in core subjects was suggested as a fundamental difficulty. Remedial support in English and math skills was recommended for such students. The study concluded that the orientation of West Indian students involves a complex process of adaptation, and that programs should not aim at conformity at any cost to the students. (Author/APM)

## ED 199 324

UD 021 237

**Racial/Ethnic Distribution of Public School Students and Staff, New York State 1979-80.**

New York State Education Dept., Albany. Information Center on Education.

Pub Date—[80]

Note—63p.; For related documents see ED 149 897, ED 160 698, and ED 182 406.

Pub Type—Numerical/Quantitative Data (110)—Reports—General (140)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrators, Black Students, Black Teachers, Elementary Secondary Education, Ethnic Distribution, Faculty Integration, Hispanic Americans, \*Minority Groups, \*Profes-

sional Personnel, Public Schools, \*Racial Composition, \*Racial Distribution, \*School Demography, School Districts, \*Students, Teachers

Identifiers—\*New York

Statistical data on the racial and ethnic distribution of students and staff in New York State public elementary and secondary schools are presented in this report. Detailed in the tables are: (1) racial/ethnic distribution of public school students, 1979-80; (2) distribution of black and Hispanic students, 1979-80; (3) percent distribution of public school students by racial/ethnic origin, 1975-76 through 1979-80; (4) number of schools and number and percent of black, Hispanic, and minority students in schools of differing racial composition, 1979-80; and (5) percent distribution of public school professional staff by racial/ethnic origin, 1975-76 through 1979-80. Extensive appendices to the report present the percent distribution of public school students and professional staff by racial/ethnic origin, listed by school district within county, for the year 1979-80. (Author/GC)

**ED 199 325** UD 021 238  
Naidoo, J. C.

Research on South Asian Women in Canadian Context, 1976-1980.

Spons Agency—Indian-Canada Association, Kitchener-Waterloo (Ontario); Wilfrid Laurier Univ., Waterloo (Ontario).

Pub Date—[80]

Note—297p.

Pub Type—Reports - General (140) — Information Analyses (070)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Adjustment (to Environment), Aspiration, \*Cultural Pluralism, Demography, Ethnicity, Fear of Success, \*Females, Foreign Countries, Identification (Psychology), Immigrants, \*Indians, Racial Attitudes, Role Perception, \*Self Concept, Sex Role, Sex Stereotypes, Social Attitudes, Social Science Research, \*Sociocultural Patterns

Identifiers—\*Canada, East Indians

This collection includes ten papers on South Asian (particularly East Indian) women in Canada. The papers were written by the author for presentation at various meetings from 1976 to 1980 and discuss: (1) the author's research on differential role perceptions, religious values, role socialization, and achievement aspirations of East Indian and white Canadian women; (2) the potential contribution of East Indian women to Canadian society; (3) the social psychology of East Indian women in Canada; (4) the way South Asian (Canadian) women perceive themselves, how they perceive other Canadians, and how they are regarded by other Canadians; (5) special problems faced by nonwhite females; (6) the status of social science (especially psychological) research on South Asian women; and (7) the issue of Canadian multiculturalism, as it concerns South Asian minorities. (GC)

**ED 199 326** UD 021 241

National Consultation on Safety and Force: An Opportunity for Police-Minority Community Cooperation (Silver Spring, Maryland, December 11-13, 1979). Summary Report.

Department of Justice, Washington, D.C. Community Relations Service.

Pub Date—Dec 79

Note—143p.; Photographs may not reproduce clearly.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - General (140)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Black Community, Hispanic Americans, \*Law Enforcement, \*Minority Groups, Police, \*Police Action, \*Police Community Relationship, Police Education, \*Racial Discrimination, \*Urban Areas, Urban Environment, Violence

Identifiers—California (San Jose), Colorado (Fort Lupton), Texas (Port Arthur), Washington (Seattle)

This report presents the proceedings of a conference held to examine the relationship between the police and minority groups with a focus on the problem of police use of excessive force. Successful community-police efforts to increase safety and reduce the use of force are described in case studies from four cities. Also presented are the texts of small group discussions held on (1) racial double standards in arrest rates; (2) police use of excessive force; (3) police training to lessen the use of excessive

force; (4) State laws governing police use of firearms and the effects of firearm policy in police use of weapons; (5) ways that police chiefs' attitudes affect their forces' use of firearms; (6) ways that minority and majority groups differ in their response to the use of force by police. Options for both police and community groups to reduce tension and conflict are focused upon in talks presented on the second day of the conference. Also addressed are the issues of municipal liabilities in cases of police use of excessive force, the training of police officers to handle stressful situations, and special problems of non urban police departments. A list of conference participants (who included community relations workers, lawyers, law enforcement officers, and concerned citizens) is appended to the report. (Author/APM)

**ED 199 327** UD 021 245

Hansen, Joe B.

Local Evaluation Use: Can the TAC Help?

Northwest Regional Educational Lab., Portland, Ore.

Pub Date—20 Nov 80

Note—12p.; Paper presented at the Meeting of the California Educational Research Association (San Mateo, CA, November 20, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Compensatory Education, Consultation Programs, Elementary Secondary Education, Evaluation Methods, \*Evaluation Needs, Interviews, \*Program Evaluation, School Districts, State Departments of Education, Surveys, \*Technical Assistance

Identifiers—Elementary Secondary Education Act Title I, \*Technical Assistance Centers, United States (West)

Interviews were conducted with contact persons in each of six Western states to assist in determining how the services and products of the Elementary and Secondary Education Act Title I Evaluation Technical Assistance Centers (TAC) could be used most effectively to help State and local education agencies improve the use and usefulness of evaluations. Respondents were asked to identify the biggest obstacle to the use of evaluation data and how TAC could help to improve evaluation use. Data quality was the most frequently cited obstacle to effective use of evaluations. Other obstacles cited reference data interpretation, quality of objectives, timing of the evaluation-report cycle, limitations of the Title I Evaluation and Reporting System, negative or inappropriate uses of data, confounding results across programs, focusing the evaluation reports, and training at the wrong level. More direct training on data interpretation and use and on implementation evaluation, assistance with local studies, and a refocusing of evaluation on the building level were seen as vehicles for TAC to provide help for evaluation improvement. (Author/MK)

**ED 199 328** UD 021 246

Clement, Dorothy C. Livesay, J. Michael

Development of Black Community Influence in a Southern School District.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[80]

Grant—NIE-G-79-0043

Note—42p.

Pub Type—Historical Materials (060) — Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Blacks, \*Community Influence, Community Involvement, Community Role, De Facto Segregation, Desegregation Methods, Elementary Secondary Education, History, \*School Administration, School Community Relationship, \*School Desegregation, School Districts

Identifiers—\*North Carolina (Bradford)

This paper traces the development of input from the black community of Bradford, North Carolina, in the decision-making, administration, and resource allocation of the local school district. The approaches taken by blacks and by the traditional interests in the district to express their respective ideas during this development are analyzed and their effects on the school district and on school-community relations are examined. Placing an emphasis on the desegregation of Bradford's schools, the paper is organized roughly into two main sections. After some introductory remarks, the course of events since World War II in the development of black input to the schools is outlined. A description

of the dual structure once operating in the district is also presented. Secondly, the events and processes in the development of black input are focused upon in order to describe the importance of the school district in community relations, the peculiar features of the political and organizational situation defining the context for conflict, and the strategies that operated in the process of change and resistance. (Author/MK)

**ED 199 329** UD 021 247

Cooper, Grace C.

Black Language and Holistic Cognitive Style.

Pub Date—Oct 80

Note—14p.; Not available in paper copy due to reproduction quality of original document. Paper prepared for the Annual Conference of the Association for the Study of Afro-American Life and History (New Orleans, LA, October, 1980).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Black Culture, \*Black Dialects, \*Blacks, \*Cognitive Style, Elementary Secondary Education, Higher Education, \*Language Styles, Oral Language, \*Social Dialects, Word Frequency, Written Language

Identifiers—\*Holistic Approach

The use of holistic cognitive style in black language is discussed in this paper. Two types of cognitive style, analytic and holistic, are identified. Holistic thinkers are described as socially oriented while analytical thinkers are characterized as task oriented. Evidence is given to support the claim that blacks tend to be holistic thinkers and that this is reflected in their language. The features that mark black language as holistic are discussed, and include: (1) lack of distance between black writers and their audiences, as demonstrated by the use of the second person "you" in academic papers; (2) transitional features, such as grammatical, semantic, phonological, and usage misapplications of words and morphemes; (3) distinctive classification, marked by the relative absence of hierarchical ranking and of comparative terms; and (4) the use of concrete imagery and, in fiction, the use of proverbs. (Author/APM)

**ED 199 330** UD 021 249

Carron, Theodore J. And Others

Reading Performances as Related to Race and Socio-economic Status.

Committee on Diagnostic Reading Tests, Inc., Mountain Home, N.C.

Pub Date—[78]

Note—15p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Auditory Tests, Black Students, \*Disadvantaged Youth, Grade 9, Lunch Programs, \*Racial Differences, Reading Diagnosis, \*Reading Readiness, \*Reading Skills, Reading Tests, Secondary Education, \*Socioeconomic Status, \*Timed Tests, White Students

Identifiers—Alabama (Tuscaloosa), \*Diagnostic Reading Test

A study was conducted to explore the relationship of race and socioeconomic status to the learning of reading skills among ninth-grade black and white students in the Tuscaloosa, Alabama, city and county schools. Each student was given diagnostic reading tests by timed, untimed, and auditory administration. Socioeconomic status was measured by students' "free lunch" status. The data show that untimed and auditory test administration improved test scores, especially among black students. Rather large, positive correlation coefficients for race indicate that higher test scores were associated with being white. The lower, negative correlation coefficients for socioeconomic status indicate that lower test scores were associated, though less strongly, with being in the free lunch program. Thus, the data show that disadvantaged students possessed lower reading readiness, and that these effects persisted through the ninth grade. The failure of later programs to remediate poor academic performance among the disadvantaged suggests the need for preschool health, nutritional, and educational interventions. (Author/GC)



ED 199 331 UD 021 250

Cuban and Haitian Refugee Education. Hearings before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, Second Session, on H.R. 7425 (Miami, Florida on June 23; Washington, D.C. on July 1, 1980).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—GPO-67-162-0

Pub Date—80

Note—164p.; Not available in paper copy due to reproduction quality of original document. Some pages may be marginally legible due to small print. Pub Type—Legal/Legislative/Regulatory Materials (090).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cubans, Elementary Secondary Education, \*Federal Aid, Financial Support, \*Haitians, \*Hearings, \*Refugees, \*School Support, Vocational Education

Identifiers—Congress 96th

The Subcommittee on Elementary, Secondary, and Vocational Education of the House of Representatives' Committee on Education and Labor held hearings on H.R. 7425, a bill to amend the Indochina Refugee Children Assistance Act of 1976. The purpose was to provide assistance to educational agencies for services provided to Cuban and Haitian refugee children. Hearings were held in Miami, Florida, and Washington, D.C., during June and July of 1980. The Subcommittee heard testimony from 29 people involved in educating Caribbean refugees recently arrived in the United States. Prepared statements, letters, and other materials submitted to the Subcommittee are included. (MK)

ED 199 332 UD 021 254

Edelman, Marian Wright

Portrait of Inequality: Black and White Children in America.

Children's Defense Fund, Washington, D.C.

Report No.—ISBN-0-938008-00-5

Pub Date—80

Note—116p.

Available from—Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC (\$5.50; bulk rates on 10 or more copies).

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—\*Adolescents, \*Blacks, \*Change Strategies, \*Children, Comparative Analysis, Demography, \*Disadvantaged Youth, \*Racial Differences, Racial Discrimination, Social Discrimination, Whites

A composite picture of the inequality facing black children in America is presented in Part I of this book. This portrait is followed by eleven premises on which effective advocacy to alleviate this situation must be based, and an action agenda of specific goals for improving conditions for black children, youth, and families. Part II presents statistical data from a variety of sources to document the disparities between life conditions for blacks and whites. The data are organized into sections on numbers of children and families, family structure, poverty, unemployment, maternal employment and child care, education, health, housing, foster care and institutionalization, and crime and arrests. Each section contains a short summary of the principal facts presented in the statistical tables. (Author/MK)

ED 199 333 UD 021 259

State Leadership Toward Desegregating Education: A Positive Future. A Report of the National Project and Task Force on Desegregation Strategies.

Council of Chief State School Officers, Washington, D.C.; Education Commission of the States, Denver, Colo. National Project and Task Force on Desegregation Studies; National Association of State Boards of Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 80

Note—15p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Desegregation Methods, Elementary Secondary Education, Ethnic Discrimination, \*Government Role, Minority Groups, Public Education, \*Public Policy, Racial Discrimination, Racial Integration, \*School Desegregation, Social Integration, State Action, \*State Government, State Programs

The National Task Force on Desegregation Strategies was established in 1977 to encourage State leadership to become involved in fostering integrated education. This report summarizes the findings and recommendations of the Task Force after three years of work. The Task Force identified three outstanding tasks that must be approached simultaneously in order to desegregate schools: the elimination of urban segregation through educational planning and housing policy, the extension of the States' responsibility for desegregation, and the development of new approaches to attack racial and ethnic bias. Nine proposals were made to assist States in carrying out their commitments to desegregation. They called for (1) clear policy directives, (2) commitment to policy, (3) understanding and using existing state policy, (4) encouraging Federal coordination of programs for urban integration, (5) financial and psychological incentives, (6) incentives to increase residential opportunities for minorities, (7) technical assistance, (8) monitoring and sanctions, and (9) public understanding and support. (Author/MK)

ED 199 334 UD 021 261

Thomas, Gail E. And Others

The Status of Desegregation and Black-White Participation in Higher Education.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-298

Pub Date—Jul 80

Grant—NIE-G-78-0210

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Blacks, \*College Desegregation, \*College Students, \*Desegregation Effects, \*Enrollment, Equal Education, Higher Education, Racial Composition, \*Racial Segregation

This study employed Office of Civil Rights enrollment data on higher education institutions to examine the relationship between segregation and the participation of blacks and whites in colleges and universities. Institutional comparisons showed that segregation was greatest in two and four year colleges where blacks had achieved the greatest enrollment gains. In graduate and professional schools where blacks were least represented, racial segregation was substantially lower. Regional comparisons indicated that segregation was highest in Southern four year colleges and graduate and professional schools. Among two year colleges, segregation was greatest in the West and Midwest. A closer examination of segregation in the South showed that when traditionally black Southern schools were not considered, segregation in the South was substantially reduced. The deletion of these institutions from the statistics, however, resulted in a drastic reduction in black enrollment figures. This finding illustrates the importance of black institutions for black student enrollment and shows the negative consequences of considering the goals of higher educational desegregation without taking minority enrollment into consideration. The policy and research implications of the study are discussed. (Author/MK)

ED 199 335 UD 021 263

Stephan, Walter G. Rosenfield, David

The Effects of Desegregation on Prejudice. Final Report.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[80]

Grant—NIE-G-79-0178

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Change, Black Attitudes, Classroom Desegregation, \*Desegregation Effects, Elementary Education, Ethnic Relations, Ethnocentrism, \*Friendship, Grade 4, Grade 5, Literature Reviews, Mexican Americans, Models, \*Racial Attitudes, Racial Relations, School Desegregation, \*Self Esteem, \*Social Status, \*Student Attitudes, Student Behavior, Whites

Identifiers—\*Texas (Dallas)

The study described in this report investigated the effect of the classroom structure and climate of a recently desegregated school on the outgroup friendships and ethnic attitudes of white, black, and Mexican American fourth grade students in Dallas, Texas. A path analysis that charted the interethnic attitudes and attitude changes from fourth to fifth grade found that: (1) the higher the percentage of outgroup members in a class, the more outgroup friends the white and Mexican American students had; (2) the more the outgroup members displayed hostility toward the ingroup, the more negative were the ingroups' attitudes toward the outgroup among blacks and whites in general; (3) the more equal the social class and achievement levels of whites and minorities, the more minority friends the white students said they had; and the greater the discrepancy between whites and Mexican Americans, the more white friends the Mexican Americans had or said they would like to have, and the more favorable their attitudes toward whites were; and (4) the higher the self esteem of the whites, the more positive their ethnic attitudes. These results are discussed in this report within the context of a general model of factors that influence the outcomes of desegregated schools. (Author/APM)

ED 199 336 UD 021 264

Goor, Jeanette Farris, Elizabeth

ESEA Title I Schoolwide Projects: Eligibility and Participation, Winter 1979-80. Fast Responses Survey System Report No. 9.

Westat Research, Inc., Rockville, Md.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-80-237

Pub Date—[80]

Contract—300-76-0009

Note—28p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Compensatory Education, \*Educationally Disadvantaged, Elementary Secondary Education, \*Eligibility, \*Federal Programs, Program Proposals, \*School Districts, \*Student Characteristics, Surveys

Identifiers—\*Elementary Secondary Education Act Title I

This report describes the methodology and presents the findings of a survey of State education agencies concerning the extent of eligibility of school districts for ESEA Title I schoolwide projects and the extent of their participation in such projects. Information provided includes: (1) the number of districts that applied for Title I funds in the 1979-80 school year; (2) the number of these districts having at least one school with 75 percent or more children eligible for Title I; (3) within these districts, the number of schools with 75 percent or more Title I eligible children; (4) the number of districts that applied for a Title I schoolwide project for the 1979-80 school year; and (5) the number of districts that have, or will have, at least one Title I schoolwide project during the 1979-80 school year. Five percent of the districts applying were found to meet the eligibility criterion for schoolwide projects by having at least one school with 75 percent or more Title I eligible children. It was also found that while eligible districts tended to be concentrated in high poverty Southeastern States and in States with medium enrollments and high poverty rates, they occurred throughout the nation. (Author/APM)

ED 199 337 UD 021 271

Schraft, Carol Malchman Kagan, Sharon Lynn

Parent Participation in Urban Schools: Reflections on the Movement and Implications for Future Practice.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—79

Note—9p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, NY 10027 (\$1.00).

Journal Cit—JRCB Bulletin; v14 n4 Fall 1979

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Control, Compensatory Education, Desegregation Plans, \*Educational Change, Elementary Secondary Education. Par-

ent Attitudes, Parent Grievances, \*Parent Participation, \*Parent School Relationship, \*School Community Relationship, \*School Desegregation, Urban Schools  
 Identifiers—Elementary Secondary Education Act Title I, Ocean Hill Brownsville School District NY, Project Head Start

This paper explores the relationship between low income parents and urban schools. Parent participation in urban schools today is said to have been institutionalized in forms set in motion by the Civil Rights movement. Three types of response to the failure of schools to respond to the 1954 Supreme Court decision calling for desegregation are identified: (1) confrontation; (2) efforts to work within existing school bureaucracies; and (3) creation of new educational structures. The roles of parents, teachers' unions, administrators, and the school board in the Ocean Hill Brownsville controversy are discussed in a case study of confrontation over community control. It is suggested that community control failed because control, rather than collaboration, became the central issue. Title I compensatory education programs are described as attempts to work within the school bureaucracy to promote change. It is suggested that large Federal intervention programs may not be appropriate vehicles for structural change. Project Head Start is then discussed as an example of a successful national program launched outside traditional educational bureaucracy and created with parent participation at its core. Finally, research conducted to assess the impact of parent participation reform efforts is reviewed, and implications for future parent involvement in urban schools are considered. (Author/APM)

**ED 199 338** UD 021 272  
 Johnson, Clara L.

**Curricula and Training Programs in the Southeast: Sensitization of Students and Workers to the Needs of Minority (Racial, Cultural, Linguistic) Clients.**

Regional Inst. of Social Welfare Research, Athens, Ga.

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.  
 Pub Date—Feb 80  
 Grant—90-C-1589

Note—18p.; Not available in paper copy due to institution's restriction.

Available from—Regional Institute of Social Welfare Research, Inc., P.O. Box 152, Athens, GA 30603 (\$2.00).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Child Advocacy, Cultural Differences, Educational Needs, \*Minority Groups, Non English Speaking, \*Professional Education, \*Sensitivity Training, \*Social Services, Social Work, \*Social Workers

Identifiers—\*United States (Southeast)

A study was conducted to determine the extent and nature of existing and/or planned curricula and training programs that purport to sensitize students and workers to provide social and child protective services to minority clients. The survey of educational institutions and relevant State departments was undertaken in the eight southeastern States. Data revealed that: (1) twelve percent of the responding sources required a course(s) whose titles explicitly connote the sensitization to minority clients needs; (2) one half of the university graduate and undergraduate schools of social work having minority oriented course offerings required at least one such course of some students; and (3) six percent of the respondents offered formalized training programs to develop sensitivity to minority needs. These findings suggest that students/workers are not being prepared well by State agencies and educational institutions to serve the large proportion of cultural, racial, and linguistic minority clients for social services. (Author/APM)

**ED 199 339** UD 021 278  
 Ford, Wendy W.

**Involving Parents in Children's Education: Lessons from Project Follow Through.**  
 Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—LRDC-1979/1

Pub Date—79

Note—21p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Change, Lower Class Parents, \*Low Income Groups, Parent Associations, \*Parent Participation, \*Parent School Relationship, \*Parent Student Relationship, Parent Teacher Cooperation, Primary Education, Teacher Aides, Volunteers

Identifiers—\*Project Follow Through, Project Head Start

This paper describes the parental involvement component of Project Follow Through, a Federally funded program designed to follow up on the children who had participated in Project Head Start. Comments and impressions gathered from interviews with teachers, parents and administrators in school districts that were linked to one Follow Through sponsor, the University of Pittsburgh, are presented. Increased parent participation is evaluated and the problems of adjustment faced by both teachers and parents are discussed. Parents, it is said, reported positive results, including a greater understanding of their children's behavior. Furthermore, political involvement by parents is said to have been successful in obtaining continued funding for Project Follow Through. Mechanisms by which parents can be further involved in their children's educational activities are outlined. (Author/APM)

**ED 199 340** UD 021 279  
 DiCostanzo, James L. Eichelberger, R. Tony

**Reporting Results in Evaluation Settings: Emphasizing Selected Issues in ANCOVA Analysis and Interpretation.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1979/14

Pub Date—79

Note—47p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Opinion Papers (120) — Reports - General (140)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Analysis of Covariance, \*Data Collection, Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, Information Needs, \*Program Evaluation, \*Research Methodology, Research Problems

Identifiers—\*Project Follow Through

Evaluators often utilize analysis of covariance (ANCOVA) techniques to compensate statistically for the lack of experimental control when assessing the effects of innovative programs implemented in naturalistic settings. In this paper design, analysis, and reporting considerations important to the application of ANCOVA-type techniques in educational settings are described. Problems that arise from the use of complex data analysis techniques are identified, based on a review and critique of the evaluation of the national Follow Through program. Specific information that should be included in an evaluation report when ANCOVA-type techniques are used is described. Examples of the kinds of problems that appear when collecting data in school settings are provided in order to illustrate the need for this information. Alternative ways of presenting the needed information in an evaluation report are discussed. The overall perspective is that evaluation reports must be more precise and indicate the limitations as well as strengths of the methodology used for the specific setting. (Author/APM)

**ED 199 341** UD 021 281

Nelson, Bernadette And Others

**Assessment of the ESAA-TV Program: An Examination of Its Production, Distribution, and Financing. Executive Summary.**

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—AAI-80-146-E

Pub Date—[80]

Contract—300-77-0468

Note—33p.; Tables may be marginally legible due to small print.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Childrens Television, Compensatory Education, \*Educational Television, Elementary Secondary Education, Program Evaluation, \*Program Implementation, Programing (Broadcast), Racial Integration

Identifiers—\*Emergency School Aid Act 1972

The Emergency School Assistance Act Television Program (ESAA-TV) provides funds through grants and contracts for the production, duplication, promotion, and distribution of racially integrated children's programming. The programming is designed to help eliminate racial isolation, fear, and distrust and to provide compensatory education material. This study assessed the potential impact and effect of ESAA-TV by examining its management and administration, production, distribution, and financing. In general, it was found that ESAA-TV has been implemented in a manner congruent with legislative intent. The most serious challenges facing ESAA-TV administrators appear to be obtaining increased viewership and increased utilization in schools. Recommendations for future implementation are included. (Author/MK)

**ED 199 342** UD 021 283  
 Reams, Bennie P.

**A Suggestion for Designing and Implementing a Course in the Black Culture.**

Pub Date—[81]

Note—32p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Black Culture, Decision Making, Elementary Secondary Education, \*Inservice Teacher Education, \*Problem Solving, \*Program Development, Staff Development, Workshops

Identifiers—\*California (Long Beach)

Problem solving techniques were used by a Long Beach (California) Unified School District team that was charged with the responsibility of designing and implementing a course in black culture for certified employees of the district. The team used a four phase approach. First they defined the problem faced by the school district: that no course in black culture was available for school personnel in a district where 14 percent of the students were black. The team's next function was to establish criteria for evaluating solutions and to identify constraints that might limit the selection of solution strategies. During the third phase, solutions were sought through a review of the literature and interviews with educators, school administrators and counselors, and black parents, students and community members. A series of six solutions were identified and field tested during the fourth phase. Four workshops were presented to school personnel. Evaluations indicated that the workshops were well received. The inservice program continued for four years. (MK)

**ED 199 343** UD 021 284  
 Benjamin, Ronald And Others

**Council for Basic Education Report of the Conference on Urban Schools.**

Council for Basic Education, Washington, D.C.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date—[81]

Note—21p.; Proceedings of the Conference on Urban Schools (Washington, DC, October 31, 1980).

Available from—The Council for Basic Education, 725 15th St., NW, Washington, DC 20005 (\$1-00).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, Disadvantaged Schools, \*Disadvantaged Youth, \*Educational Environment, \*Educational Quality, Educational Status Comparison, Elementary Secondary Education, \*Institutional Characteristics, Leadership Qualities, \*Program Effectiveness, Student Evaluation, Teacher Role, \*Urban Schools

This conference synopsis presents the views of educators, researchers, and a journalist who maintain that inner city schools are effective, and can be more so, in educating disadvantaged students. The claim that inner city schools cannot overcome deficits in family background unless students' socioeconomic position is first improved is challenged. The key to success, the researchers assert, lies not in socioeconomic background, but in identifiable school oriented factors, including: (1) authoritative leadership; (2) climate of orderliness; (3) positive teacher expectations; (4) a basics oriented curriculum; and (5) periodic assessment of student progress. Two scholars (Ronald Edmonds and Peter Mortimore) whose research supports this conclusion offer summaries of their work in British and American schools. In addition, a reporter (Robert Benjamin) presents some of his observations of successful schools in U.S. inner cities. The authors also

provide suggestions for increasing the effectiveness of urban schools. (APM)

**ED 199 344** UD 021 285

Nieto, Sonia Sinclair, Robert

**Curriculum Decision-Making: The Puerto Rican Family and the Bilingual Child.**

Pub Date—Apr 80

Note—49p.; Appendix may be marginally legible due to reproduction quality of original document. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980) and the Annual Conference of the National Association for Bilingual Education (Anaheim, CA, April 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Bilingual Education, \*Curriculum Development, Decision Making, Educational Needs, Elementary Education, Family Influence, \*Hispanic Americans, \*Parent Participation, \*Parent School Relationship, \*Puerto Ricans, Questionnaires

A three stage study was conducted in order to select and test procedures for involving Puerto Rican parents in decision making for elementary school bilingual curricula. The first stage of the study focused on literature reviews that investigated the influence of the family on achievement and intelligence, cultural characteristics of Puerto Rican parents that should be considered by schools when developing relationships with the Puerto Rican community, and the past involvement of Puerto Rican parents in school decision making. During the second phase, selected procedures for obtaining information from Puerto Rican parents about their perceptions of schools' responsiveness to the needs of Puerto Rican children and about the specific needs of particular children were developed. One of the identified procedures was field tested during the third stage. Recommendations for future research and policy formation are included. (MK)

**ED 199 345** UD 021 287

Vongthier, Siri Egan, Lawrence A.

**Asian and Pacific Americans: An Educational Challenge. Working Papers on Meeting the Educational Needs of Cultural Minorities.**

Education Commission of the States, Denver, Colo. Pub Date—Nov 80

Note—31p.

Pub Type—Opinion Papers (120) — Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Acculturation, \*Asian Americans, Bilingual Education, Communicative Competence (Languages), Cultural Differences, Educational Environment, \*Educational Needs, \*Educational Policy, Elementary Secondary Education, English (Second Language), \*English Instruction, Family Environment, Hawaiians, Immersion Programs, \*Immigrants, Peer Teaching, Poverty, Self Concept

Identifiers—Pacific Americans

This report includes (1) a paper that was written by Siri Vongthier and Lawrence Egan regarding the educational needs of both native born and recently arrived Asian Americans, and (2) a review of that paper by Masako Ledward, LaVerne Moore, and Emiko I. Kudo. Issues discussed concerning American born Asian students include: (1) English language proficiency; (2) self concept problems as an expression of cultural conflict; (3) cultural conflict and the home environment; (4) poverty; and (5) school climate. For recent immigrants topics covered are: (1) language barriers; (2) family structures; (3) school climate; (4) parent involvement; (5) poverty; and (6) mobility and settlement patterns. The use of bilingual immersion, peer tutoring and English as a Second Language programs to meet Asian students' educational needs is reviewed with attention paid to evaluation difficulties, personnel shortages, program costs, and pertinent laws. (APM)

**ED 199 346** UD 021 288

Teran, Miguel A. Ed. And Others

**The Hispanics: A Missing Link in Public Policy. The Official Report of an Hispanic Conference (Des Moines, Iowa, October 12-13, 1979).**

Spanish Speaking Peoples Commission, Des Moines, Iowa.

Spons Agency—Iowa Arts Council/National Endowment for the Arts, Des Moines; Iowa Board for Public Programs in the Humanities.

Pub Date—Oct 79

Note—118p.

Available from—Spanish Speaking Peoples Commission, State Capitol, Des Moines, IA 50319 (\$6.00).

Pub Type—Reports - General (140) — Collected Works - Proceedings (021)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Bilingual Education, Educational Opportunities, Elementary Secondary Education, Employment Opportunities, Health Services, Higher Education, \*Hispanic Americans, \*Interpreters, Justice, Mass Media, Police Community Relationship, \*Public Policy

Identifiers—Iowa

This report presents the proceedings of a conference on Hispanics and public policy. The report begins with five keynote addresses which, respectively, present an historical sociological overview of Hispanics in the U.S., analyze the effects on public policy of Hispanic population growth, assess the impact of Hispanic presence in the media, and review the representation of Hispanics in American literature. The second part of the report is composed of four papers that outline strategies for influencing policy in the area of justice, with specific attention given to the subjects of police-community relations, minority education, and the provision of interpreter service in the courts. Part three summarizes the Hispanic employment situation, while the fourth part of the report contains papers that concern educational issues such as bilingual education, educational attainment, and methods for changing educational policy. Covered in the fifth part of the report are the issues of health care among Mexican Americans and the use of interpreters in hospitals. Appended to the proceedings is a lengthy report on Chicano and other Hispanics in Iowa, including recommendations for public policy. Also provided is a list of conference participants. (APM)

**ED 199 347** UD 021 289

Bell, Kathryn And Others

**English Lessons. A Sex Equity Unit, Grades 7-9. Sex Equity Infused Lesson Plans for a Ninth Grade English Curriculum.**

Caro Community Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[79]

Note—47p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*English Instruction, \*Grade 9, Junior High Schools, \*Language Arts, Lesson Plans, Literature, \*Sex Fairness, Textbook Bias

Assembled here are ninth grade English lesson plans designed to teach basic skills in English and to promote awareness of the importance of sex equity to students' personal and vocational aspirations. These one day lessons address: (1) the role of textbooks in sex stereotyping; (2) the changing roles of males and females; (3) the use of male and female pronouns; (4) the use of adjectives regarded as male or female; and (5) the identification of stereotyped language and ideas. Each lesson plan focuses on basic skills in a specified English content area, including grammar, reading, composition, and literature. (Author/APM)

**ED 199 348** UD 021 298

Foushee, Ray And Others

**Housing and School Desegregation Increased by Section 8 Moves. Under Public Housing Program Most Black Families Chose Jefferson County Suburbs. Staff Report 80-1.**

Kentucky Commission on Human Rights, Louisville.

Pub Date—Apr 80

Note—38p.; Some tables and maps may be marginally legible due to small print. For related documents see UD 021 299-301.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Busing, Demography, \*Desegregation Effects, Elementary Secondary Education, Federal Programs, \*Housing Opportunities, Population Distribution, \*Residential Patterns, \*School Desegregation, \*Urban to Suburban Migration

Identifiers—\*Kentucky (Jefferson County)

The Section 8 housing assistance program in Jefferson County, Kentucky, is a Federally funded program designed to expand the housing choices of low to moderate income families. This report provides an analysis of all moves made in Jefferson County between 1975 and 1979 by participants in the pro-

gram, as they relate to the county's school desegregation plan. High school attendance areas were used for geographic reference. The study indicated that the program has been responsible for major demographic changes in the racial character of the Jefferson County community. In several areas of the city, it has allowed the school board to reduce the amount of transportation necessary to achieve school desegregation. In other areas, it has created population shifts that necessitate additional student transportation. Tables of data and maps are included. (MK)

**ED 199 349** UD 021 299

Cloud, Olivia M.

**Blacks Moving to Suburban Apartments. Changes in Formerly All-White Areas Aid School Desegregation. Staff Report 80-6.**

Kentucky Commission on Human Rights, Louisville.

Pub Date—Jun 80

Note—32p.; For related documents see UD 021 298-301.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Blacks, Busing, Demography, \*Desegregation Effects, Elementary Secondary Education, Population Distribution, \*Residential Patterns, \*School Desegregation, Suburban Housing, \*Urban to Suburban Migration

Identifiers—\*Kentucky (Jefferson County)

This report, an analysis of the effects of housing patterns on school desegregation in Jefferson County, Kentucky, was based on data from Multiple Dwelling Reporting forms filed annually by owners and managers of 25 or more apartment units. High school attendance areas were used for geographic reference. Reports indicated that blacks are moving into suburban areas in increasing numbers and are renting more expensive apartments (compared to 1975 data). Fewer apartments were segregated in 1979 than in 1975. The movement made by blacks has had a positive effect in reducing the amount of busing needed to desegregate Jefferson County Schools. (MK)

**ED 199 350** UD 021 300

Briley, Kyle D. And Others

**Black Employment in Kentucky State Agencies. More Blacks Employed But Salary Gap Widens. Staff Report 80-3.**

Kentucky Commission on Human Rights, Louisville.

Pub Date—Jun 80

Note—67p.; Some tables and graphs may be marginally legible due to small print. For related documents see UD 021 298-299 and UD 021 301.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Blacks, \*Employment Practices, Equal Opportunities (Jobs), Personnel Data, \*Personnel Integration, Personnel Policy, Racial Integration, \*Salary Wage Differentials, \*Staff Utilization, \*State Agencies

Identifiers—\*Kentucky

Statistics regarding black employment in Kentucky State agencies as of November, 1979 were examined. Data indicated that the number of blacks employed by the State increased since 1977. Nine agencies employed 91 percent of all blacks in the government, while ten agencies remained all white. One-half of all blacks in the State government were employed by the Department for Human Resources. The number of blacks working in health related fields increased by five percent during the past two years. Salary gaps were found to exist between black and white workers. While blacks made up 6.6 percent of the work force, they earned 5.2 percent of the State payroll. The average salary difference was \$2,689 per year. Five departments had salary gaps of over \$6,000 per annum. Almost three-fourths of all blacks and one-half of all whites in the State government earned less than \$900 per month. Of the 1,968 different job categories in State government, blacks worked in 466. The largest job category for blacks was that of janitor. Blacks gained 200 jobs in lower paygrades since 1977, while whites lost 2,000 jobs in those paygrades. In the middle paygrades, blacks gained 293 jobs while whites gained 4,320. (MK)



**ED 199 351** UD 021 301

Hamilton, Doug

Jefferson County School Desegregation Unfinished. Pupil Desegregation Increases But Teacher Gaps Remain. Report for 1978-79 and 1979-80. Staff Report 80-2.

Kentucky Commission on Human Rights, Louisville.

Pub Date—May 80

Note—26p.; For related documents see UD 021 298-300.

Pub Type—Numerical/Quantitative Data (110) — Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrators, Blacks, Desegregation Effects, Desegregation Plans, Elementary Secondary Education, Faculty Integration, \*Racial Balance, Racial Integration, School Demography, \*School Desegregation, \*Teacher Distribution, \*Teacher Integration

Identifiers—\*Kentucky (Jefferson County)

Statistical data on student and faculty desegregation supplied by the Jefferson County (Kentucky) Board of Education for the 1978-79 and 1979-80 school years were analyzed. The number of schools not in compliance with school desegregation guidelines was reduced between 1978-79 and 1979-80. The inclusion of first graders in the desegregation plan brought all but twelve schools within the desegregation guidelines for pupil enrollment. Attendance zone adjustments were prepared for the 1980-81 school year to further increase student desegregation. Desegregation criteria for teacher assignments were not met in most high schools and vocational schools, but most elementary and middle schools met, or were close to meeting, faculty desegregation criteria. Every high school and 16 of the 22 middle schools had biracial administrative staffs in 1979-80. (MK)

**ED 199 352** UD 021 305

Guidelines for Selecting Bias-Free Textbooks and Storybooks.

Council on Interracial Books for Children, Inc., New York, N.Y.

Report No.—ISBN-0-930040-33-3

Pub Date—[79]

Note—110p.; Some photographs may not reproduce. Not available in paper copy due to institution's restriction.

Available from—Council on Interracial Books for Children, Inc., 1841 Broadway, New York, NY 10023 (\$6.95; 10 or more, \$5.55).

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Check Lists, \*Children's Literature, Elementary Education, Ethnic Bias, \*Guidelines, Racial Bias, Sex Bias, Social Bias, \*Textbook Bias, \*Textbook Evaluation

Identifiers—Age Bias, Handicapism

These guidelines are meant to assist parents and educators in identifying books for children that are free of sexism, racism, ageism, and classism. Methods for analyzing both storybooks and textbooks for bias are presented. Special emphasis is placed on evaluating basal readers and history texts. A number of evaluative checklists are presented with individual sections that focus on assessing a variety of textbook types. A bibliography and list of materials are included. (MK)

**ED 199 353** UD 021 306

Machir, Martin L.

Cultural Differences Do Not Have to Mean Motivational Inequality.

Pub Date—Apr 80

Note—19p.; Paper presented at symposium entitled "Quality and Equality in Education: Some Motivational Perspectives for Optimizing Development" at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Achievement Need, Attribution Theory, \*Cultural Differences, Disadvantaged, Educational Environment, Elementary Secondary Education, Equal Education, Expectation, \*Learning Motivation, \*Motivation Techniques, \*Student Motivation, \*Teacher Role

This paper discusses the association between achievement motivation and cultural differences. It maintains that the culturally different can be motivated to achieve if provided the proper motivational

context. Earlier traditions for stimulating achievement motivation in the classroom are reviewed, including changing the person, changing the environment, and manipulating roles and normative expectations. New strategies in motivational theory are also described, with an emphasis on causal attribution, or empowerment of the student. It is suggested that techniques to improve student motivation can be taught to teachers. A bibliography is appended. (APM)

**ED 199 354** UD 021 307

Digest of Significant Case-Related Memoranda

Issued by the Office for Civil Rights, August and September 1979, Volume 1 Number 3.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date—[79]

Note—76p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), Athletics, \*Court Litigation, Disabilities, Elementary Secondary Education, \*Equal Education, \*Equal Opportunities (Jobs), Faculty Integration, Minority Groups, Physical Education, School Desegregation, Sex Bias

Identifiers—\*Civil Rights Act 1964 Title VI, Rehabilitation Act 1973 (Section 504), \*Title IX Education Amendments 1972

Nine case-related policy clarification memoranda issued by the Office for Civil Rights (OCR) are summarized in this booklet. Each memorandum deals with issues related to equal educational opportunities. Each summary consists of a question that defines the relevant issue, a statement of pertinent facts, the decision made by OCR regarding the issue, and a statement pertaining to the legal basis for the decision. The decisions were based on Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973. Also included in this booklet are an index to the OCR Policy Digest and names and addresses of resource persons. (MK)

**ED 199 355** UD 021 311

Mizokawa, Donald T. Morishima, James K.

Education for, by, and of Asian/Pacific Americans, I.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—NIE-G-76-0069

Note—35p.; For a related document see UD 021 313.

Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Room 2220, University Library, Amherst, MA 01003 (\$4.00 plus postage). Journal Cit—Research Review of Equal Education; v3 n3 Sum 1979

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Acculturation, \*Adjustment (to Environment), \*Asian Americans, Communicative Competence (Languages), Cultural Differences, Cultural Images, \*Educational Discrimination, Educational Needs, Elementary Secondary Education, \*Ethnic Bias, \*Ethnic Groups, \*Ethnic Stereotypes, Ethnic Studies, Immigrants, Minority Groups, Multicultural Education, Self Concept, \*Social Discrimination, Textbook Bias

Identifiers—\*Pacific Americans

This report discusses several perspectives on Asian/Pacific Americans and the educational issues that relate to them. It begins by providing a definition of "Asian/Pacific American," an historical account of their immigration, and a discussion of minority status and cultural relativism. A number of studies and personal experiences that demonstrate stereotypical attitudes and prejudice against Asian/Pacific Americans are cited. The report then analyzes the educational needs and experiences of the Asian American community. The issues of language, self concept, ethnic stereotypes, and curriculum bias are addressed. It is claimed that textbooks offer a negative and stereotypical view of Asians, and that ethnic studies programs, as presently structured, are unable to correct these distortions. The importance of person-environment match in the education and social adjustment of Asian/Pacific minorities is stressed. (APM)

**ED 199 356** UD 021 312

Morishima, James K. Mizokawa, Donald T.

Education for, by, and of Asian/Pacific Americans, II.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—NIE-G-76-0069

Note—41p.; For related documents see UD 021 311 and UD 021 313.

Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Room 2220, University Library, Amherst, MA 01003 (\$4.00 plus postage). Journal Cit—Research Review of Equal Education; v3 n4 Fall 1979

Pub Type—Reports — Descriptive (141) — Collected Works — Serials (022)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Access to Education, \*Asian Americans, \*Bilingual Education, Communicative Competence (Languages), Elementary Secondary Education, \*English (Second Language), Ethnic Stereotypes, Ethnic Studies, Postsecondary Education, \*Psychological Characteristics, \*School Community Relationship

Identifiers—\*Pacific Americans

This report examines the community and psychosocial concerns of Asian/Pacific American parents, teachers, and students in public and postsecondary education. Limited access to education is attributed to (1) the lack of academic models; and (2) language differences and communications barriers that result in educational discrimination. Bilingual education and English as a Second Language programs for Asian/Pacific Americans are analyzed, and the Asian American community's perceptions of these programs are considered. A psychosocial profile of Asian/Pacific Americans is developed which explores assertiveness, speech anxiety, and frustration aggression in Asian American behavior. Cultural values held by Asian Americans are considered in relation to their educational and occupational goals. Postsecondary Asian/Pacific studies programs are also discussed. The authors conclude that underlying the issue of equal education for Asian and Pacific Americans is the more general issue of human rights. (APM)

**ED 199 357** UD 021 313

Weinberg, Meyer, Ed. And Others

The Law and Desegregation.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—NIE-G-76-0069

Note—33p.; Footnotes may be marginally legible due to small print. For a related document see UD 021 311.

Available from—Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01003 (\$4.00 plus postage).

Journal Cit—Research Review of Equal Education; v2 n4 Fall 1978

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Book Reviews, \*Civil Rights Legislation, \*Compliance (Legal), \*Court Litigation, \*Desegregation Litigation, Elementary Secondary Education, \*School Desegregation

Identifiers—\*Supreme Court

This report reviews and analyzes six books on the subject of the law and racial equality, especially as related to school desegregation. The books examined are: (1) "Government by Judiciary" by Raoul Berger, which examines the Supreme Court's interpretation of the 14th Amendment; (2) "Disaster by Decree," by Lino A. Graglia, which criticizes Supreme Court rulings requiring integration as opposed to prohibiting segregation; (3) "American Constitutional Law," by Lawrence E. Tribe, which also discusses the Supreme Court's commitment to the 14th Amendment; (4) "Desegregation from Brown to Alexander," by Stephen L. Wasby, Anthony D'Amato, and Rosemary Metralier, which is concerned with the effect of strategic considerations on Supreme Court actions; (5) "Limits of Justice: The Courts' Role in School Desegregation," by Howard I. Kalodner and James J. Fishman, a case study analysis of eight desegregation cases; and (6) "Must We Bus? Segregated Schools and National

Policy," by Gary Orfield, which studies the role of the lower courts in desegregation law. The report concludes with an historical perspective of writings on desegregation law, judicial activism, and the evidence of racism in Supreme Court decisions. (APM)

**ED 199 358** UD 021 314

*Slaughter, Diana T.*

**Longitudinal Assessment of the Intelligence of Black Infants, Ages 22 to 41 Months. Revised.** Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—[79]

Grant—NICHD-5-RO1-HD08533

Note—49p; Revised version of ED 185 137.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Black Mothers, \*Blacks, \*Cognitive Development, Disadvantaged, \*Intelligence Quotient, Language Acquisition, Language Skills, \*Lower Class Parents, Parent Background, Parent Child Relationship, \*Parent Education, Verbal Ability, \*Young Children

Identifiers—Cattell Infant Intelligence Scale, McCarthy Scales of Childrens Abilities, Peabody Picture Vocabulary Test

A study was conducted using a longitudinal, multivariate, multimethod approach to determine the effects of parent education programs on black mothers and children from lower socioeconomic status backgrounds. Black infants from lower status communities, ages 22-41 months, were evaluated during the early intervention study. Instruments used included the Peabody, Cattell, and McCarthy psychometric intelligence tests. Over time, all groups declined significantly in average IQ score, but program groups, by comparison to the control group, did much less so on the Cattell-McCarthy sequence. At the third and final testing, Peabody and McCarthy mean IQ scores differed an average of 25 points across the three groups. Program children, generally, were superior to controls on the McCarthy measure of expressive language. The findings suggest the effectiveness of some types of intervention programs, and also suggest the different socialization processes to which black and white children are exposed. (Author/APM)

**ED 199 359** UD 021 321

*Figuerroa, Richard A. Gallegos, Elmer A.*

**Ethnic Differences in School Behavior. Bilingual Education Paper Series, Vol. 3, No. 7.**

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Note—32p; Not available in paper copy due to institution's restriction.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavior Patterns, \*Behavior Rating Scales, \*Cultural Differences, \*Differences, Elementary Education, \*Hispanic Americans, Latin Americans, Mexican Americans, Spanish Americans, \*Student Behavior, Whites

Identifiers—California, Castaneda (Alfredo), Ramirez (Manuel)

A study was conducted to investigate the effectiveness of the Ramirez and Castaneda rating scale used to distinguish ethnic behaviors in schools and to generate a more comprehensive scale for identifying those behaviors. Two hundred and sixty two elementary school children and 39 teachers from Spanish bilingual and English as a Second Language classes in California participated in the study. A 108 item rating scale was developed by generating behavioral descriptions of social and affective characteristics of Hispanic children and by including items from the Ramirez and Castaneda scale. Each teacher completed eight ratings, four on Hispanic children and four on Anglo children. For the analysis of results, the Hispanic children were divided into three groups: Mexican-Americans, Latin-Americans, and United States born Spanish-surnamed. Results of a one-way analysis of variance indicated that 26 behavioral items and one Ramirez and Castaneda item differentiated among the four ethnic group means. Multivariate analysis showed that the Ramirez and Castaneda items failed to differentiate among the three Hispanic group means. (MK)

**ED 199 360**

*Friedman, Murray. Ed. And Others*  
**New Perspectives on School Integration.**

Fortress Press, Philadelphia, Pa.

Report No.—ISBN-0-8006-1359-7

Pub Date—79

Note—187p.

Available from—Fortress Press, 2900 Queen Lane, Philadelphia, Pa. 19129 (\$6.50).

Pub Type—Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Anthologies, Blacks, \*Desegregation Effects, \*Desegregation Methods, Educational Finance, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, Magnet Schools, Private Schools, Public Schools, \*Racial Integration, \*School Desegregation, \*Urban Areas

Identifiers—Brown v Board of Education, Coleman (James S), District of Columbia Public Schools, Massachusetts, Metropolitan Council for Educational Opportunity, Pennsylvania, Regional Cultural Resources Program, White Flight

Sixteen essays dealing with issues surrounding school desegregation and racial integration comprise this book: (1) "School Integration Today: The Case for New Definitions," by Murray Friedman; (2) "Defining Brown's Integration Remedy for Urban School Systems," by Derrick A. Bell, Jr.; (3) "School Desegregation Can Succeed: The Pennsylvania Experience," by Homer C. Floyd; (4) "Pluralistic Education-Beyond Racial Balancing," by Irving M. Levine; (5) "Teaching Ethnic Studies: Key Issues and Concepts," by James A. Banks; (6) "Private Schools and Urban Integration," by Thomas Vitullo-Martin; (7) "Why Johnny Can't: The Problem of State School Financing," Rochelle L. Stanfield; (8) "School Financing Undergoes a Revolution," by Ward Sinclair; (9) "Black Excellence-The Case of Dunbar High School," by Thomas Sowell; (10) "Presentation to Massachusetts Legislature-March 30, 1978," by James S. Coleman; (11) "Urban Desegregation and White Flight: A Response to Coleman," by Thomas F. Pettigrew and Robert L. Green; (12) "Desegregation and Academic Achievement," by Robert L. Crain and Rita E. Mahard; (13) "The Role of the Magnet School in Integration," by John R. Vannoni; (14) "METCO: A Voluntary Desegregation Option," by Horace Seldon; (15) "Learning Together: A Report on the Regional Cultural Resources Program," by the School District of Philadelphia; and (16) "School Integration: The Witness of the Church," by Ruth C. Wick. (MK)

**ED 199 361**

*Vitullo-Martin, Thomas*

**The Role of the School in the Neighborhood. A Report to the National Institute of Education.**

National Center for Urban Ethnic Affairs, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jun 80

Grant—400-76-0088

Note—55p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Community Development, Economic Factors, \*Educational Research, Elementary Secondary Education, Family School Relationship, Inner City, Literature Reviews, \*Neighborhood Improvement, Parent Role, Political Influences, Power Structure, Private Schools, Public Schools, Research Needs, Residential Patterns, School Closing, \*School Community Relationship, \*School Role, School Segregation, Urban Schools

Identifiers—White Flight

This paper reviews the principal literature on schools and communities to find evidence that schools perform community-shaping functions. Section I discusses problems in the field of educational research that have led observers to neglect the school-neighborhood relationship. Sociological, anthropological, and political studies of communities that provide evidence of the effects schools have on neighborhood politics, organization, and development are presented in Section II. Section III reviews studies that examine the community-supporting impacts of private and public schools; discusses the effect on the community when public schools are closed; and reports on the impact of school desegregation on communities. Section IV reviews the literature on the relationship between schools and neighborhood demographic change. Research ob-

UD 021 323

jectives for examinations of the organizational and economic impacts of public and private schools are outlined in the final section. (Author/MK)

**ED 199 362**

*Clasby, Miriam*

**Community Perspectives on the Role of the School in the Community. IRE Report No. 3.**

Institute for Responsive Education, Boston, Mass. Pub Date—Jul 79

Note—39p; Not available in paper copy due to institution's restriction.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Attitudes, \*Citizen Participation, Community Action, Community Control, Community Education, \*Community Involvement, Cooperative Planning, Elementary Secondary Education, Parent Associations, Parent Education, \*Parent Participation, \*Parent School Relationship, Preschool Education, Rural Schools, \*School Community Relationship, Urban Schools

Identifiers—Elementary Secondary Education Act Title I, Project Head Start

This report is a series of interviews with fifteen citizens experienced in school community relations at five different sites across the nation. A background section presents the rationale for and the design of these interviews and introduces the participants. The greater portion of the report presents a summary of and commentary on the interviews which cover such topics as: (1) new sources of legitimacy for citizen action; (2) coalition building and its impact; (3) the isolation of schools from the community; (4) professional resistance to parent involvement; and (5) political resources in urban and rural settings. An appendix provides an abstract of each interview. (Author/APM)

**ED 199 363**

*Ward, James Gordon*

**Statistics of Large City School Districts. A Report of the Research Department of the American Federation of Teachers, AFL-CIO.**

American Federation of Teachers, Washington, D.C.

Pub Date—Feb 81

Note—29p.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrators, Collective Bargaining, Elementary Secondary Education, Expenditure Per Student, \*School Demography, \*School Districts, \*Student Teacher Ratio, Tax Allocation, Teacher Salaries, \*Urban Demography, \*Urban Schools

Identifiers—Arizona (Phoenix), California (Los Angeles), California (San Diego), California (San Francisco), District of Columbia, Illinois (Chicago), Indiana (Indianapolis), Louisiana (New Orleans), Maryland (Baltimore), Massachusetts (Boston), Michigan (Detroit), Missouri (Saint Louis), New York (New York), Ohio (Cleveland), Pennsylvania (Philadelphia), Tennessee (Memphis), Texas (Dallas), Texas (Houston), Texas (San Antonio), Wisconsin (Milwaukee)

This report provides statistical data on twenty large city school districts for the 1978-79 school year. Information is presented on the following topics: (1) pupil membership; (2) number of full time classroom teachers; (3) pupil teacher ratios; (4) administrative staff; (5) classroom teacher salaries; (6) expenditures per pupil; (7) revenue per pupil; (8) percent of revenues, by source; (9) collective bargaining; (10) percentage change in pupil membership between 1976-77 and 1978-79; and (11) preliminary urban population count for thirty cities in 1980. (APM)

**ED 199 364**

*Cook, Runett H.*

**Classroom Interaction Based on Teacher Ethnicity and Experience.**

Pub Date—Dec 78

Note—210p; Names of participants in the study have been deleted in order to protect their privacy. Ph.D. Dissertation, Walden University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Administrator Attitudes, Black Education, \*Black Students, Classroom Environment, Classroom Interaction, Elementary Education, Grade 5, Interaction, Parent Attitudes, \*Racial

UD 021 339

UD 021 343

Differences, Student Attitudes, Student Motivation, \*Student Teacher Relationship, \*Teacher Attitudes, Urban Schools  
Identifiers—New York (New York)

A study was conducted to investigate classroom interaction between black and white teachers working with black students in New York City. The purpose was to compare black and white teachers' attitudes as they taught minority students. Also compared were conceptions of students, parents, and administrators on what constitutes a "good teacher." The assumption that black teachers' positive interaction in the classroom results in knowledge of black culture and the black community for black students was tested. The findings of the study indicated that black and white teachers felt interest and motivation were necessary attitudes in teaching inner city students. White teachers were able to highly motivate black pupils, while black teachers showed pupils more empathy and were able to help them achieve more academically. However, parents of black students felt that the ethnic background of the teachers did not make any significant difference and administrators indicated that ethnic background did not play a major role in teacher selection. The findings demonstrated a need for more research in the area of teacher/pupil culture differences, and how these interactions affected the learning of black children in the inner city schools. (Author/APM)

**ED 199 365** UD 021 346

Molina, Carmen Eneida, Ed. And Others

*Por Que Mami No Puede Cambiar una Goma? Tercer Modulo de una Serie para Maestros de Escuela Elemental. (Why Can't Mommy Change a Flat Tire? Third Module of a Series for Elementary School Teachers).*

Comision para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—50p.; For related documents, see UD 021 344-351.

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Standards, Child Rearing, Learning Modules, \*Parent Attitudes, Parent Child Relationship, \*Parent Influence, Role Perception, Sex Differences, \*Sex Role, \*Sex Stereotypes, \*Socialization

This guide for teachers, in English and Spanish, examines the role parents play in the socialization of sex roles. A pre-test and post test are included to measure the user's awareness of sexual stereotyping. Five object lessons cover the following topics: (1) stereotypes which exist prior to a baby's birth; (2) behavioral standards on which sexual stereotypes are based; (3) stereotypes that influence child rearing in our culture; (4) identification of behaviors based on stereotyped standards; and (5) the effects of stereotyped education on boys and girls. (Author/APM)

**ED 199 366** UD 021 348

Molina, Carmen Eneida, Ed. And Others

*Una Escoba para Ana, Cien Oficios para Juan. Quinto Modulo de una Serie para Maestros de Escuela Elemental. (A Broom for Anna, A Hundred Jobs for John. Fifth Module of a Series for Elementary School Teachers).*

Comision para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—39p.; For related documents, see UD 021 344-351.

Language—Spanish; English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Career Choice, Equal Opportunities (Jobs), Females, Learning Modules, \*Occupational Aspiration, Sex Discrimination, \*Sex Fairness, \*Sex Role, \*Sex Stereotypes

This guide for teachers, in English and Spanish, examines the stereotyped work roles assigned to men and women. The guide examines educational materials that perpetuate these roles and presents teaching alternatives which reinforce students' self esteem and confidence. A pre-test and post-test are included to measure the user's awareness of stereotyped work roles. Five object lessons cover the following topics: (1) sex discrimination within the

labor force; (2) occupational stereotypes; (3) stereotyped sexual and work roles; (4) the use of male terms for occupations in Spanish; and (5) classroom alternatives for overcoming sexual stereotyping. (Author/APM)

**ED 199 367** UD 021 350

Molina, Carmen Eneida, Ed. And Others

*Los Rizos y el Beisbol. Septimo Modulo de una Serie para Maestros de Escuela Elemental. (Curls and Baseball. Seventh Module of a Series for Elementary School Teachers).*

Comision para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—49p.; For related documents see UD 021 344-351.

Language—Spanish; English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Athletics, Elementary Education, Females, Learning Modules, \*Physical Education, Recreational Activities, \*Sex Differences, \*Sex Fairness, Sex Role, \*Sex Stereotypes, \*Womens Athletics

This guide for teachers, in English and Spanish, examines how assigned sex roles affect grade school girls in competitive sports, simple games, pastimes, and other extracurricular activities. A pre-test and post-test are included to measure the user's awareness of sexual stereotypes. Five object lessons cover the following topics: (1) myths that promote the exclusion of girls from sports; (2) assumed differences between "masculine" and "feminine" sports; (3) women who have distinguished themselves in sports; (4) different opportunities offered to boys and girls in sports and physical education; and (5) classroom alternatives that help stimulate interest and participation in sports among grade school girls. (Author/APM)

**ED 199 368** UD 021 352

Silverman, Dorothy And Others

*[Project SABOR]. Community School District 8, Title VII. Final Evaluation Report, 1979-1980.*

Community School District 8, Bronx, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Note—33p.; For related documents see UD 020 758, UD 021 353-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 371, UD 021 375, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Gains, \*Bilingual Education, \*English (Second Language), Intermediate Grades, Junior High Schools, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Spanish

Identifiers—Elementary Secondary Education Act Title VII, \*Limited English Speaking, New York (Bronx)

The purpose of Project SABOR (Sound Approaches to Bilingualism and Opportunities for Recognition) was to develop and promote native and second language skills in all curriculum areas for students in grades four to eight. Eight hundred students received instruction in English and native language arts and reading, mathematics, science, social studies, English as a Second Language, and Spanish as a Second Language. Additional program components included curriculum development, teacher training, and parent participation. Project SABOR was evaluated through consultant observations and pre- and post-test data in reading and mathematics from the Stanford Achievement Tests. Findings indicated that program participants made significant gains in academic areas. The consultant determined that Project SABOR was strong and viable. Tables of data are included. (MK)

**ED 199 369** UD 021 353

Lee, Mae T. And Others

*ESEA Title VII Rafael Cordero Bilingual School Program. Community School District 4. Final Evaluation Report, 1979-80.*

Community School District 4, New York, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Note—31p.; For related documents see ED 181

121, UD 021 352-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 371, UD 021 375, UD 021 378-379, and UD 021 382-384. Portions of the Appendix have been deleted because of reproducibility problems.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Gains, Attitude Measures, \*Bilingual Education, \*English (Second Language), \*Hispanic Americans, Junior High Schools, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Spanish

Identifiers—Elementary Secondary Education Act Title VII, Limited English Speaking, New York (New York)

During the 1979-1980 school year, the Rafael Cordero Bilingual School (RCBS) operated in a New York City junior high school whose student body was composed of approximately 80 percent Spanish-dominant and 20 percent English-dominant students. The educational program of RCBS was comprised of five components: (1) bilingual instruction in all school subject areas; (2) staff development; (3) curriculum development; (4) parent education and participation; and (5) guidance. RCBS also ran a bilingual arts program and a career awareness project. The program was evaluated through data derived from standardized tests of student achievement in English and Spanish reading and mathematics and an attitude scale. Findings indicated that the program goals in academic areas were attained. No significant change in student attitudes toward achievement motivation were found. Tables of data are included. The bilingual attitude measure is appended. (MK)

**ED 199 370** UD 021 354

Jeffers, Elaine Sperber, Diane

*Project P.R.O.B.E., Title VII. Community School District 7. Final Evaluation Report, 1979-1980.*

Community School District 7, Bronx, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—07603

Pub Date—[80]

Note—23p.; For related documents, see ED 191 969, UD 021 352-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 371, UD 021 375, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Bilingual Education, Early Childhood Education, English (Second Language), Hispanic Americans, \*Language Acquisition, Language Arts, Language Experience Approach, Oral Language, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Reading Readiness, Receptive Language, Second Language Learning, \*Spanish

Identifiers—Elementary Secondary Education Act Title VII, New York (Bronx)

During the 1979-1980 school year Project Primary Reading Objectives for Bilingual Education (P.R.O.B.E.) was involved in improving the rate of reading growth and cognitive development of four and five year olds from the Bronx, New York. In bilingual classes that were conducted primarily in Spanish, the 153 program participants received instruction that emphasized oral language readiness for reading; sensory-motor coordination; training in reasoning; cultural heritage; self-concept; and a language experience approach to curriculum areas. P.R.O.B.E. was evaluated through observations by a consultant and through pre- and post-test data from the Boehm Test of Basic Concepts. Both the pre-kindergartners and kindergartners exceeded the expected level of achievement. The consultant found that the program successfully created a stimulating and effective learning environment. (MK)

**ED 199 371** UD 021 355

*Project BUILD. "Bilingual Understanding Incorporates Learning Disabilities." An ESEA Title VII Basic Bilingual Education Program. Community School District 4. Final Evaluation Report, 1979-80.*

Community School District 4, New York, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—7 Nov 80

Note—52p.; For related documents, see ED 190 692, UD 021 352-358, UD 021 360, UD 021 362-



366, UD 021 368, UD 021 371, UD 021 375, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, \*Bilingual Education, Elementary Education, \*English (Second Language), Hispanic Americans, \*Learning Disabilities, Program Descriptions, Program Effectiveness, Program Evaluation, Reading Achievement, Remedial Programs, \*Spanish, \*Special Education

Identifiers—Elementary Secondary Education Act Title VII, New York (New York)

Project BUILD (Bilingual Understanding Incorporates Learning Disabilities) combined the methodology and concerns of both special education and bilingual education to provide appropriate, supplemental educational treatment and opportunities to bilingual children with learning disabilities. Children in grades one through five received individualized and small group educational and therapeutic treatment outside of their regular classrooms. Additional program components included curriculum development, staff development, and parent involvement and education. The project was evaluated through reading achievement data, consultant observations, interviews with program staff, and questionnaires completed by teachers and parents. The evaluator found that program reading objectives were attained and other program components were well implemented. Tables of data are included. (MK)

ED 199 372 UD 021 364

Project Aprende. Community School Board District 6. Evaluation Report, 1979-1980.

Community School District 6, New York, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—07601

Pub Date—Nov 80

Note—48p.; Not available in paper copy due to reproduction quality of original document. For related documents see ED 134 669, UD 021 352-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 371, UD 021 375, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Achievement Gains, \*Bilingual Education, Community Involvement, \*English (Second Language), Hispanic Americans, Junior High Schools, Parent Participation, \*Program Effectiveness, Program Evaluation, School Guidance, \*Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, \*Limited English Speaking, New York (New York)

This is an evaluation of a Title VII Bilingual/Bicultural Education Program conducted in New York City in 1979-1980. The program description includes discussion of the following topics: (1) goals and objectives; (2) instructional programs; (3) staff development; (4) parent and community involvement; (5) curriculum and materials; and (6) guidance. The organization and staffing of the program are reviewed. Findings of the evaluation cover these areas: (1) achievement and language test data; (2) enrichment; (3) Spanish language arts; (4) English as a second language; (5) social studies instruction; (6) mathematics instruction; (7) science instruction; (8) participation and performance of pupils; (9) staff abilities; (10) inservice training; (11) parent involvement; (12) guidance; (13) materials and curriculum development; and (14) program coordination. Conclusions and recommendations are offered and the appendix contains a sample evaluation visit form, an evaluation questionnaire, an observation of instruction form, and a bilingual conference evaluation form. (APM)

ED 199 373 UD 021 365

Bilingual/Bicultural Education Program. ESEA Title VII. Community School District 24, Queens. Final Evaluation Report, 1979-80.

Community School District 24, Queens, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Grant—G007804262

Note—31p.; Not available in paper copy due to reproduction quality of original document. For

related documents, see ED 135 823, UD 021 352-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 371, UD 021 375, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Achievement Gains, \*Bilingual Education, Elementary Education, \*English (Second Language), Greek, Greek Americans, Hispanic Americans, Italian, Italian Americans, \*Language Proficiency, Non English Speaking, \*Program Effectiveness, Program Evaluation, \*Spanish

Identifiers—Elementary Secondary Education Act Title VII, Limited English Speaking, New York (Queens)

This is an evaluation of a Title VII Bilingual/Bicultural Education Program conducted in New York City in 1979-1980. Bilingual education was offered to Spanish, Greek, and Italian speaking students. The evaluation describes the features of the program and its goals for both English and Non English speaking students, and briefly outlines instructional methodology and materials. A statistical evaluation of the program, which includes a discussion of its methodology, presents pre- and post-test scores in Spanish and English language ability for students in grades Kindergarten through 8. (APM)

ED 199 374 UD 021 371

Rex, Buck R.

District 30 Title VII Bilingual Program. Evaluation Report, 1979-80.

Community School District 30, Queens, N.Y.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-07601

Pub Date—Jul 80

Grant—G007506969

Note—41p.; For related documents, see UD 021 352-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 375, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Bilingual Education, \*Curriculum Development, Elementary Education, Federal Programs, \*Greek, Greek Americans, Hispanic Americans, Italian, \*Program Effectiveness, Program Evaluation, \*Spanish

Identifiers—Elementary Secondary Education Act Title VII, \*New York (Queens)

This is the evaluation of the final year of a five year bilingual education program funded under Title VII and carried out in elementary schools of Community School District 30, Queens, New York. The program is described as (1) involving content instruction and materials development in Spanish and Greek, as well as an English as a Second Language component; (2) developing curriculum materials in Italian; and (3) offering training in language and teaching methods to the regular school staff. The report also includes: (1) a description of curriculum development activities undertaken during the 1979-80 school year; (2) assessment of student achievement objectives in the areas of language competency, mathematics, social studies, and science, and participation in classroom and extracurricular activities; (3) classroom observations by the evaluators; and (4) an evaluation of teacher training activities and parent involvement under the program. Based on the overall evaluation, the Title VII program in District 30 is judged as having been highly successful. (Author/GC)

ED 199 375 UD 021 375

Irizarry, Ruddle A. And Others

DeWitt Clinton High School Bilingual-Bicultural Program. ESEA Title VII. Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y.  
Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—5001-42-07611-12

Pub Date—80

Note—66p.; For related documents, see UD 021 352-358, UD 021 360, UD 021 360 UD 021 362-366, UD 021 368, UD 021 371, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Gains, Biculturalism, \*Bilingual Education, Community Involvement, \*English (Second Language), \*Hispanic Americans, Instructional Materials, Language Proficiency, Mathematics, Parent Participation, \*Program Effectiveness, Program Evaluation, Sciences, Secondary Education, Social Studies, \*Spanish, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, Limited English Speaking, New York (Bronx)

This is an evaluation of a Title VII Bilingual/Bicultural Education Program conducted in a New York City high school in 1979-1980. The population of the school's attendance area is discussed along with student characteristics. The program's organizational structure and its instructional component are described and the funding sources for the instructional component are listed. Tables show the number of students in both mainstream and bilingual classes with the criteria for their selection. Other areas covered in the report include: (1) curriculum and materials development; (2) support services; (3) staff development; (4) parental and community involvement; (5) affective domain; and (6) dissemination of information about the program. Test scores are presented for: (1) reading in English and Spanish; (2) mathematics achievement and performance; (3) science performance; (4) social studies performance; and (5) English as a second language. Tables also show attendance figures. Conclusions and recommendations are offered. (APM)

## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

**Descriptor** ————— **Perception**  
**Title** ————— **Iconic Signs and Symbols in Audiovisual Communication,  
 An Analytical Survey of Selected Writings and Research  
 Findings, Final Report.**  
**ED 013 371** ————— **Accession Number**

### Ability

Developing a Vocational Education Training Program for Severely Handicapped Adolescents and Young Adults: A Feasibility Study. Independent Research and Development Project Reports. Report #6.

ED 198 295

Trainability of Abilities. Final Report, March 15, 1977-March 15, 1980.

ED 198 245

### Aboriginal People

Measurement in Tribal Aboriginal Communities.

ED 199 082

### Absorption (Psychology)

Absorption, Creativity, Peak Experiences, Empathy, and Psychoticism.

ED 198 471

### Abstract Reasoning

Bilinguals' Skill in Solving Logical Reasoning Problems in Two Languages.

ED 198 724

Grade Point Average and Reasoning Ability.

ED 198 457

Measuring Concept Levels in Child Psychology Course Material.

ED 198 432

### Abstracts

Especially for Teachers: ERIC Documents on the Teaching of Mathematics, 1966-80.

ED 199 053

Investigations in Mathematics Education, Volume 14, Number 1.

ED 199 106

Investigations in Mathematics Education, Vol. 7, No. 4.

ED 199 056

Investigations with Calculators: Abstracts and Critical Analyses of Research. Supplement 2.

ED 199 086

Office of Education Research Reports, 1956-65. Resumes.

ED 198 789

Resources in Education (RIE). Volume 16, Number 7.

ED 198 244

### Academic Ability

Grade Point Average and Reasoning Ability.

ED 198 457

Test Reliability by Ability Level of Examinees.

ED 199 291

### Academic Achievement

Attitudes and Opinions of Caprock High School Students and Dropouts.

ED 198 446

Attributions of Supervising Teachers for the Success and Failure of Pupils Taught by Their Student Teachers.

ED 199 255

Basic Skills Learning Centers Evaluation. Appendices for the Final Report: 11 October 1976 - 30 September 1976.

ED 198 962

Causal Attribution: A New Scale Developed to Minimize Existing Methodological Problems.

ED 199 258

Classroom Behavior and Achievement Test Performance at the Kindergarten and First Grade Level.

ED 198 922

A Comparison of Item Response Theory Models for Use in a Classroom Examination System. Promising Applications of Latent Trait Models and Evidence for Their Validity.

ED 199 277

District 30 Title VII Bilingual Program. Evaluation Report, 1979-80.

ED 199 374

Effects of Type of Junior High School Science Program on Science Content Achievement and Science Process Achievement.

ED 199 040

Effort Attribution: The Direction Makes a Difference.

ED 199 284

General Psychology Assessment and Course Satisfaction Compared with the Myers-Briggs Type Indicator.

ED 198 845

Investigations in Mathematics Education, Volume 14, Number 1.

ED 199 106

Learning and Retention of Basic Skills in Alternative Environments. Preliminary Investigation of the Learning and Retention of Selected Reading and Mathematical Concepts Resulting from Student Enrollment in a Traditional Learning Environment and in a Learning-in-Work Environment. Technical Information and Appendices.

ED 198 294

Learning and Retention of Basic Skills through Work: Preliminary Investigation of the Learning and Retention of Selected Reading and Mathematical Concepts Resulting from Student Enrollment in a Traditional Learning Environment and in a Learning-in-Work Environment. Summary

and Discussion.

ED 198 293

The Long Term Effects of ESEA Title I Preschool and All Day Kindergarten: An Eight Year Follow-Up Study.

ED 198 949

Measurement of Academic Self-Concept in College Students.

ED 198 407

Organizational and Instructional Features That Affect Grade 2 and Grade 5 Mathematics Achievement in IGE Schools. Technical Report No. 511.

ED 199 084

Physical Environment and Middle Grade Achievement.

ED 198 645

Vermont VICA. Achievement Program Guide for VICA Advisors. "Involving Handicapped and Disadvantaged in VICA".

ED 198 396

### Academic Aspiration

Characteristics and Plans of Indiana High School Seniors: Trends in the Characteristics, Career Choices, and the Educational and Employment Plans of Indiana High School Classes of 1966, 1969, 1972, 1975, and 1980 with Comparisons by Ethnic Group and Sex. Part Two of a Four-Part Study. Manpower Report 81-1.

ED 198 752

Preferences, Barriers, and Facilitators for Post-secondary Education in a Southern California Urbanized Area.

ED 198 473

### Academic Failure

Causal Attribution: A New Scale Developed to Minimize Existing Methodological Problems.

ED 199 258

### Academic Freedom

The Current Legal Status of Tenure in Institutions of Higher Education.

ED 198 771

### Academic Libraries

ARL Annual Salary Survey, 1979-1980.

ED 198 830

### Academic Persistence

Black Students in Higher Education: Conditions and Experience in the 1970s.

ED 198 759//

Retention: An Inductive Study of Representative Student Groups at Middlesex County College.

ED 198 851

Toward Understanding the Needs of College Students Who Delay Entrance.

ED 198 434

#### Academic Self Concept Scale

Measurement of Academic Self-Concept in College Students.

ED 198 407

#### Academically Gifted

Emphasis on Excellence.

ED 198 840

#### Access to Education

Black Students in Higher Education: Conditions and Experience in the 1970s.

ED 198 759//

Education for, by, and of Asian/Pacific Americans, II.

ED 199 356

Ideas Shaping American Education. Summary.

ED 199 129

Monash University and The Williams Committee Report.

ED 198 784

The National Investment in Higher Education, 1981.

ED 198 780

The Study of Sequential Student Participation in University in a Changing Environment.

ED 198 785

#### Accessibility (for Disabled)

Assisting the Physically Handicapped: An Identification and Development of Apparatus for Laboratory Shops. Phase I.

ED 198 280

The College Student with a Disability: A Faculty Handbook.

ED 198 766

Handbook of Selective Placement of Persons with Physical and Mental Handicaps in Federal Civil Service Employment.

ED 198 379

#### Accountability

The Effectiveness of Licensing.

ED 198 439

"Net Benefit," A Neglected Metaevaluation Criticism.

ED 199 301

On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism.

ED 198 751//

#### Accreditation (Institutions)

Accreditation: History, Process, and Problems. AAHE-ERIC/Higher Education Research Report No. 6, 1980.

ED 198 774

#### Accrediting Agencies

Accreditation: History, Process, and Problems. AAHE-ERIC/Higher Education Research Report No. 6, 1980.

ED 198 774

#### Acculturation

Asian and Pacific Americans: An Educational Challenge. Working Papers on Meeting the Education Needs of Cultural Minorities.

ED 199 345

Formal and Informal Education of the Winnebago Society with Implications for Formal Education.

ED 198 974

#### Achievement

Selected References on Mathematical Anxiety, Attitudes, and Sex Differences in Achievement and Participation.

ED 199 097

#### Achievement Gains

Bilingual/Bicultural Education Program. ESEA Title VII. Community School District 24, Queens. Final Evaluation Report, 1979-80.

ED 199 373

DeWitt Clinton High School Bilingual-Bicultural Program. ESEA Title VII. Final Evaluation Report, 1979-1980.

ED 199 375

ESEA Title VII Rafael Cordero Bilingual School Program. Community School District 4. Final Evaluation Report, 1979-80.

ED 199 369

Project Aprende. Community School Board District 6. Evaluation Report, 1979-1980.

ED 199 372

[Project SABOR]. Community School District 8, Title VII. Final Evaluation Report, 1979-1980.

ED 199 368

#### Achievement Need

Cultural Differences Do Not Have to Mean Motivational Inequality.

ED 199 353

#### Achievement Rating

Academic Characteristics of Student Teachers and Cognitive Attainment of Their Learners.

ED 199 195

Experimental Study of the Effects of Outward Bound. Final Report. Educational Reports.

ED 198 994

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.

ED 199 299

#### Achievement Tests

Procedural Handbook: 1978-79 Writing Assessment.

ED 199 263

A Systematic Approach for Measuring Sustained Effect and for Comparing Compensatory Education Programs Using Achievement Test Data.

ED 199 224

Test Reliability by Ability Level of Examinees.

ED 199 291

#### Action Research

Collaborative Action Research: The Integration of Research and Service.

ED 199 221

#### Activism

Emma Goldman: A Study in Female Agitation.

ED 198 597

Evaluation of the Tillman Seminar on White Racism.

ED 199 131

#### Adapted Physical Education

Directions in Adapted Physical Education.

ED 198 691

#### Adjustment (to Environment)

Accommodating Black Students on Traditionally White Campuses: Some Considerations.

ED 199 314

Education for, by, and of Asian/Pacific Americans, I.

ED 199 355

"I Don't Know Yet"-West Indian Students in North York Schools: A Study of Adaptive Behaviours. Research Report.

ED 199 323

Personality as a Resource in Stress Resistance: The Hardy Type.

ED 198 425

Planning and Preparation for the New Life.

ED 198 408

The Relationship of Coping to Adaptive Behavior: Implications for Education.

ED 198 677

Research on South Asian Women in Canadian Context, 1976-1980.

ED 199 325

#### Administrative Policy

Policy Development in an Urban School District—An Outsider's View from Within.

ED 198 644

#### Administrative Problems

Building and Strengthening Linkages between CETA and Community Colleges.

ED 198 853

Management and Governance of Urban School Systems. Part I. Decentralised Project No. 4 (Special Activity). International Management Training for Educational Change (IMTEC).

ED 198 605

Non-Receipt of Federal VEA Funds: Why Some Districts Don't Apply (and Other Issues Related to Rural Vocational Secondary Education).

ED 199 008

#### Administrator Attitudes

Assessing the Need for a Needs Assessment.

ED 198 430

Attitudes Toward Programs for Gifted Children.

ED 198 672

Bridging the Gap between Awareness of and Compliance with the Law: A Challenge to Journalism Educators.

ED 198 522

A Nationwide Survey of Administrators' Perceptions of Evaluation.

ED 199 300

A Study of State Level Administration of Vocational Education.

ED 198 262

A Summary Report of Work Experience Education Program Effectiveness and Organization.

ED 198 254

Three Investigations in Vocational Education Administration. A New Opportunities in Vocational Education Project Supplemental Report.

ED 198 284

What Priority for "Global Education". An NSBA Survey of School Board Members and School Superintendents.

ED 199 121

#### Administrator Education

Evaluation of the Monterey Tech Staff Development Program in Mexico City, 1979-80.

ED 198 758

Vocational Education Administration: A Case Study Approach to Competency Development. A New Opportunities in Vocational Education Project Supplemental Report.

ED 198 283

#### Administrator Evaluation

Needs Assessment for Vocational Education Administrators: An Evolving System for Staff Development Decision Making. Field Test Report.

ED 198 247

Needs Assessment for Vocational Education Administrators: An Evolving System for Staff Development Decision Making. Preliminary Report.

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Por Que Mami No Puede Cambiar una Goma? Tercer Modulo de una Serie para Maestros de Escuela Elemental. (Why Can't Mommy Change a Flat Tire? Third Module of a Series for Elementary School Teachers).

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Una Escoba para Ana, Cien Oficios para Juan. Quinto Modulo de una Serie para Maestros de Escuela Elemental. (A Broom for Anna, A Hundred Jobs for John. Fifth Module of a Series for Elementary School Teachers).

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### World Health Organization, Geneva (Switzerland).

Assessing Health Workers' Performance. A Manual for Training and Supervision. Public Health Papers No. 72.

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### World Univ. in Ojai, Calif.

Education for a Global Society: Report of Seminar (Pasadena, California, January 20, 1979).

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### Worldwatch Inst., Washington, D.C.

Refugees: The New International Politics of Displacement. Worldwatch Paper 43.

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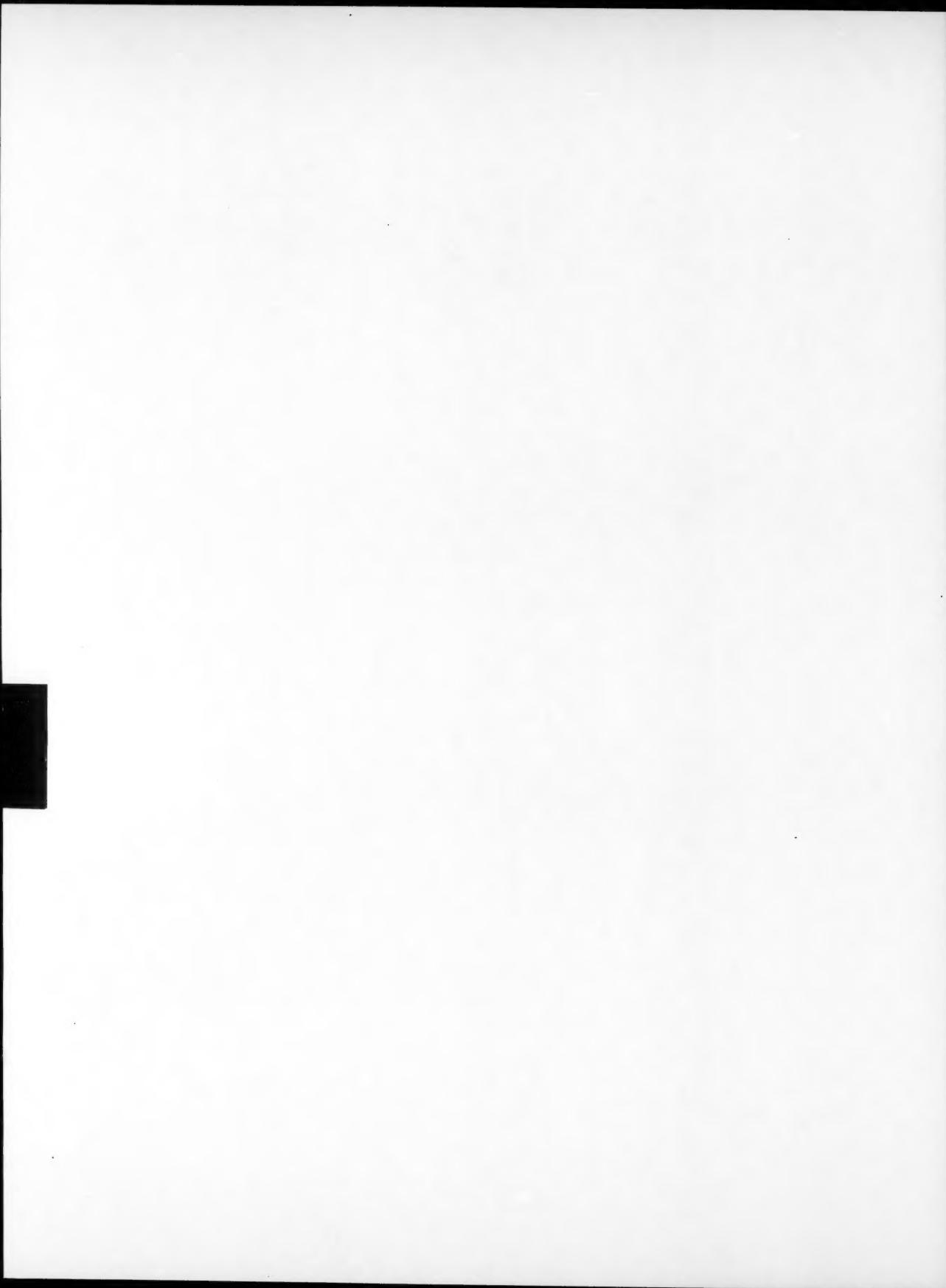
### YWCA of Boston, Mass.

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### PUBLICATION TYPE CATEGORIES

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- On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism.  
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- The Recovery of Spirit in Higher Education: Christian and Jewish Ministries in Campus Life.

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Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Research Forum. Issues in Second Language Research.

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Showing-Writing: A Training Program to Help Students Be Specific. Collaborative Research Study No. 2.

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The Solar Jobs Book: How to Take Part in the New Movement Toward Energy Self-Sufficiency.

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The Yearbook of Higher Education Law 1980.

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The Yearbook of School Law 1980.

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Better Health for Our Children: A National Strategy. The Report of the Select Panel for the Promotion of Child Health to the United States Congress and the Secretary of Health and Human Services. Volume IV: Background Papers.

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Black Students in Higher Education: Conditions and Experience in the 1970s.

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Policy Recommendations Related to Self-Directed Adult Learning. Occasional Paper No. 1.

ED 198 304  
The Unexpected Minority: Handicapped Children in America.

#### (021) Collected Works - Proceedings

The Admission and Placement of Students from: Hong Kong, Malaysia, Philippines, Singapore. Report of a Workshop (Baguio, Philippines, February, 1979).

ED 198 768  
Amistad Symposium on Southern Civil Rights Litigation Records for the 1960s (New Orleans, Louisiana, December 8-9, 1978).

ED 199 320  
Communication, Language and Sex. Proceedings of the Annual Conference (1st).

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ED 199 343  
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ED 198 624  
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ED 199 135  
Employment of Asian/Pacific American Women in Chicago. Report of a Conference Sponsored by the Women's Bureau, U.S. Department of Labor (Chicago, Illinois, March 22, 1980).

ED 199 307  
Expectations for Quality: Should They Be Satisfied or Questioned? Proceedings of the Annual Florida Statewide Conference on Institutional Research (13th, Tallahassee, Florida, June 11-13, 1980).

ED 198 777  
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ED 199 033  
Focus on the Learner. The Collected papers of the Annual State Convention of Illinois Teachers of English to Speakers of Other Languages and Bilingual Education (8th, Chicago, Illinois, March 21-22, 1980).

ED 198 716  
The Hispanics: A Missing Link in Public Policy. The Official Report of an Hispanic Conference (Des Moines, Iowa, October 12-13, 1979).

ED 199 346  
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ED 198 825  
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ED 199 048  
Meeting the Challenges of the Eighties: Redirection of Resources for Renewal. Association for Institutional Research: Annual Forum Proceedings, No. 3 (20th, Atlanta, Georgia, April 27-May 1, 1980).

ED 198 765  
Model Building in Training. Symposium on Adult Learning Potential: An Agenda for the Future.

ED 198 368  
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ED 198 569  
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ED 198 270  
National Consultation on Safety and Force: An Opportunity for Police-Minority Community Cooperation (Silver Spring, Maryland, December 11-13, 1979). Summary Report.

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Proceedings. Annual Vocational Education Dissemination and Utilization Conference (3rd, Columbus, Ohio, November 12-14, 1980).

ED 198 389  
Proceedings of the Conference on Birth Defects for Educators (May 4, 1978).

ED 198 694  
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ED 198 362  
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ED 198 737//  
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ED 198 909  
Wilderness and Urban Challenges in the Academic Areas: Proceedings of the Conference on Outdoor Pursuits in Higher Education (Lake Cayuga, Ithaca, New York, April 23-25, 1976).

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#### (022) Collected Works - Serials

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ED 198 890  
The Caribbean News Agency: Third World Model. Journalism Monographs Number 71.

ED 198 555  
Catholic Perspectives on Population Issues. Population Bulletin, Vol. 35, No. 6.

ED 199 179  
College of Alameda and CCJCA Commission on Instruction Drive-In Workshop: Sharing Successful Instructional Practices (Alameda, California, October 17, 1980).

ED 198 859  
Crisis Management.

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The Early Acquisition of a Second Language Phonology. Hamburger Phonetische Beitrage: Untersuchungen zur Phonetik und Linguistik, Band 28 (Phonetics Reports from Hamburg: Investigations in Phonetics and Linguistics, Volume 28).

ED 198 714//  
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Free Speech Yearbook 1980.

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Indicators for Learning and Teacher Competencies in the Basic Skills: Speaking, Writing, Spelling, Handwriting. Research Bulletin, Volume 13, Number 2, Fall 1979.

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A Job Search Handbook for Educators. The ASCUS Annual 1981.

ED 199 191  
Learning to Write: An Expression of Language.

ED 198 546  
Monash University and The Williams Committee Report.

ED 198 784  
Multiple Jobholders in May 1979. Women's Share of Moonlighting Nearly Doubles During 1969-79. Special Labor Force Report 239.

ED 198 265  
Parent Participation in Urban Schools: Reflections on the Movement and Implications for Future Practice.

ED 199 337  
Recent, Current, and Projected Research at Galaudet.

ED 198 662  
Resources in Education (RIE). Volume 16, Number 7.

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Options in Education, Program Nos. 266-267. "College Writing," Parts I & II.

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## (170) Translations

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## Clearinghouse Number/ED Number Cross-Reference Index

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PS012017	ED198921	RC012623	ED199016	SE034680	ED199112	SP017602	ED199208
PS012019	ED198922	RC012628	ED199017	SE034681	ED199113	SP017612	ED199209
PS012020	ED198923	RC012632	ED199018	SE034682	ED199114	SP017614	ED199210
PS012021	ED198924	RC012642	ED199019	SE034683	ED199115	SP017615	ED199211
PS012022	ED198925	RC012647	ED199020	SE034685	ED199116	SP017616	ED199212
PS012023	ED198926	RC012648	ED199021	SO013039	ED199117	SP017618	ED199213
PS012024	ED198927	RC012649	ED199022	SO013146	ED199118	SP017619	ED199214
PS012027	ED198928	RC012655	ED199023	SO013148	ED199119//	SP017620	ED199215
PS012029	ED198929//	RC012656	ED199024	SO013150	ED199120	SP017623	ED199216
PS012031	ED198930	RC012657	ED199025	SO013151	ED199121	SP017625	ED199217
PS012033	ED198931	RC012662	ED199026	SO013152	ED199122	SP017626	ED199218
PS012035	ED198932	RC012665	ED199027	SO013153	ED199123	SP017628	ED199219
PS012036	ED198933	SE033169	ED199028	SO013158	ED199124//	SP017630	ED199220
PS012037	ED198934	SE033236	ED199029	SO013159	ED199125	SP017631	ED199221
PS012038	ED198935	SE033419	ED199030	SO013160	ED199126	SP017635	ED199222
PS012040	ED198936	SE033603	ED199031	SO013161	ED199127	SP017637	ED199223
PS012041	ED198937	SE033604	ED199032	SO013162	ED199128	SP017639	ED199224
PS012043	ED198938	SE033607	ED199033	SO013166	ED199129	SP017640	ED199225
PS012045	ED198939	SE033610	ED199034	SO013167	ED199130	SP017641	ED199226
PS012046	ED198940	SE033611	ED199035	SO013168	ED199131	SP017644	ED199227
PS012049	ED198941	SE033623	ED199036	SO013172	ED199132	SP017645	ED199228
PS012051	ED198942	SE033689	ED199037	SO013179	ED199133	SP017646	ED199229
PS012052	ED198943	SE034035	ED199038	SO013180	ED199134	SP017647	ED199230
PS012056	ED198944//	SE034043	ED199039	SO013181	ED199135	SP017652	ED199231
PS012057	ED198945	SE034052	ED199040	SO013182	ED199136	SP017656	ED199232
PS012058	ED198946	SE034058	ED199041	SO013183	ED199137	SP017657	ED199233
PS012060	ED198947	SE034145	ED199042	SO013185	ED199138	SP017660	ED199234
PS012072	ED198948	SE034146	ED199043	SO013188	ED199139	SP017668	ED199235
PS012077	ED198949	SE034147	ED199044	SO013189	ED199140	SP017671	ED199236
PS012078	ED198950	SE034148	ED199045	SO013194	ED199141	SP017679	ED199237
PS012079	ED198951	SE034149	ED199046	SO013198	ED199142	SP017685	ED199238
PS012084	ED198952	SE034154	ED199047	SO013199	ED199143	SP017687	ED199239
PS012109	ED198953	SE034156	ED199048	SO013200	ED199144	SP017688	ED199240
PS012110	ED198954	SE034170	ED199049	SO013201	ED199145	SP017691	ED199241
PS012111	ED198955	SE034176	ED199050	SO013202	ED199146	SP017692	ED199242
PS012112	ED198956	SE034177	ED199051	SO013203	ED199147	SP017693	ED199243
PS012113	ED198957	SE034208	ED199052	SO013204	ED199148	SP017711	ED199244
PS012114	ED198958	SE034210	ED199053	SO013205	ED199149	SP017712	ED199245
PS012115	ED198959	SE034211	ED199054	SO013208	ED199150	SP017717	ED199246
PS012122	ED198960	SE034261	ED199055	SO013209	ED199151	SP017721	ED199247
		SE034271	ED199056	SO013210	ED199152	SP017725	ED199248



SP017726	ED199249	UD021287	ED199345
SP017739	ED199250	UD021288	ED199346
SP017740	ED199251	UD021289	ED199347
SP017799	ED199252	UD021298	ED199348
SP017803	ED199253	UD021299	ED199349
SP017804	ED199254	UD021300	ED199350
SP017810	ED199255	UD021301	ED199351
SP017816	ED199256	UD021305	ED199352
		UD021306	ED199353
TM810021	ED199257	UD021307	ED199354
TM810096	ED199258	UD021311	ED199355
TM810099	ED199259	UD021312	ED199356
TM810152	ED199260	UD021313	ED199357
TM810153	ED199261	UD021314	ED199358
TM810156	ED199262	UD021321	ED199359
TM810157	ED199263	UD021323	ED199360//
TM810158	ED199264	UD021335	ED199361
TM810161	ED199265	UD021338	ED199362
TM810162	ED199266	UD021339	ED199363
TM810163	ED199267	UD021343	ED199364
TM810164	ED199268	UD021346	ED199365
TM810166	ED199269	UD021348	ED199366
TM810169	ED199270	UD021350	ED199367
TM810170	ED199271	UD021352	ED199368
TM810171	ED199272	UD021353	ED199369
TM810172	ED199273	UD021354	ED199370
TM810175	ED199274	UD021355	ED199371
TM810176	ED199275	UD021364	ED199372
TM810180	ED199276	UD021365	ED199373
TM810182	ED199277	UD021371	ED199374
TM810183	ED199278	UD021375	ED199375
TM810188	ED199279		
TM810189	ED199280		
TM810190	ED199281		
TM810191	ED199282		
TM810192	ED199283		
TM810193	ED199284		
TM810194	ED199285		
TM810196	ED199286		
TM810197	ED199287		
TM810198	ED199288		
TM810199	ED199289		
TM810201	ED199290		
TM810202	ED199291		
TM810220	ED199292		
TM810244	ED199293		
TM810246	ED199294		
TM810277	ED199295		
TM810309	ED199296		
TM810318	ED199297		
TM810332	ED199298		
TM810339	ED199299		
TM810351	ED199300		
TM810352	ED199301		
UD020145	ED199302//		
UD020146	ED199303//		
UD020741	ED199304		
UD021031	ED199305		
UD021122	ED199306		
UD021144	ED199307		
UD021149	ED199308//		
UD021157	ED199309		
UD021160	ED199310		
UD021175	ED199311		
UD021179	ED199312		
UD021190	ED199313		
UD021198	ED199314		
UD021200	ED199315		
UD021204	ED199316		
UD021206	ED199317		
UD021210	ED199318		
UD021211	ED199319		
UD021216	ED199320		
UD021223	ED199321		
UD021224	ED199322		
UD021235	ED199323		
UD021237	ED199324		
UD021238	ED199325		
UD021241	ED199326		
UD021245	ED199327		
UD021246	ED199328		
UD021247	ED199329		
UD021249	ED199330		
UD021250	ED199331		
UD021254	ED199332//		
UD021259	ED199333		
UD021261	ED199334		
UD021263	ED199335		
UD021264	ED199336		
UD021271	ED199337		
UD021272	ED199338		
UD021278	ED199339		
UD021279	ED199340		
UD021281	ED199341		
UD021283	ED199342		
UD021284	ED199343		
UD021285	ED199344		

# NEW THESAURUS TERMS

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The following terms have been added to the ERIC System's Controlled Vocabulary since June 1980 and are not included in the eighth edition of the *Thesaurus of ERIC Descriptors* (Completely Revised 1980).

**Absence (Students)**  
USE ATTENDANCE

**Absence (Teachers)**  
USE TEACHER ATTENDANCE

**ACCELERATION** *Jul. 1966*  
SN (Scope Note Changed) The process of progressing through an educational program at a rate faster than that of the average student [note: for the time rate of change of velocity, use the Identifier "Acceleration (Physics)"]

**ACCESSIBILITY (FOR DISABLED)** *Mar. 1980*  
SN (Scope Note Changed) Characteristics of facilities, programs, and services that allow them to be entered or used by individuals despite visual, hearing, mobility, or other impairments (note: for physical access, coordinate with "Physical Mobility" or "Visually Handicapped Mobility"—prior to Jun80, see also "Architectural Barriers")

**Admission Tests (Higher Education)**  
USE COLLEGE ENTRANCE EXAMINATIONS

**Admission Tests (Occupational)**  
USE OCCUPATIONAL TESTS

**ADULT LITERACY** *Jun. 1970*  
(Reinstated June 1980)

**Advocates (Law)**  
USE LAWYERS

**AGENCIES** *Jul. 1966*  
SN (Scope Note Changed) Organizations serving the public—also, administrative units of government (note: use a more specific term if possible)

**AGING (INDIVIDUALS)** *Jul. 1980*  
SN The physiological and psychological process of growing old

**Agricultural Research Projects (Del May81)**  
USE RESEARCH PROJECTS

**AIR TRANSPORTATION** *Oct. 1980*

**ALLIED HEALTH PERSONNEL** *Mar. 1980*  
SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"]

**AMERICAN INDIANS** *Jul. 1966*  
SN (Scope Note Added) Both North and South American Indians

**AMERICAN INDIAN STUDIES** *Oct. 1979*  
SN (Scope Note Changed) Curriculum or subject area encompassing the culture, history, achievements, and contemporary concerns of American Indians

**American Literature (1966 1980) (Latin America)**  
USE LATIN AMERICAN LITERATURE

**American Literature (1966 1980) (United States)**  
USE UNITED STATES LITERATURE

**Ancillary Services (1967 1980)** *Jun. 1980*  
SN Invalid Descriptor—see more precise Descriptors such as "Ancillary School Services," "Community Services," "Social Services," etc.

**Animal Biology**  
USE ZOOLOGY

**ANIMALS** *Aug. 1980*  
SN (note: use a more specific term if possible—prior to Aug80, the instruction "Animal Life, use Zoology" was carried in the Thesaurus)  
UF Animal Life

**Animal Science (1967 1980)**  
USE ANIMAL HUSBANDRY

**ARBITRATION** *Mar. 1969*  
SN (Scope Note Added) The process by which the parties to a dispute submit their differences to the judgment of an impartial party appointed by mutual consent or statutory provision

**Architectural Barriers (1970 1980)** *Jun. 1980*  
SN Invalid Descriptor—coordinate other architecture/facility terms with "Physical Mobility" or "Visually Handicapped Mobility"—also see "Accessibility (for Disabled)" if appropriate

**ASSISTANTSHIPS** *Oct. 1980*  
SN Financial aid in which college students, usually at the graduate level, are awarded assistant staff positions carrying stipends and, frequently, exemptions from fees

**Assistant Superintendent Role (1966 1980)** *Jun. 1980*  
SN Invalid Descriptor—use "Superintendents" (note: occasionally used indiscriminately in the past for "Assistant Principal Role"—see "Assistant Principals" for that concept)

**Assistant Superintendents**  
USE SUPERINTENDENTS

**Barrier Free Environment (for Disabled)**  
USE ACCESSIBILITY (FOR DISABLED)

**BIAS** *Dec. 1969*  
SN (Scope Note Changed) An inclination, or a lack of balance (note: use a more specific term if possible)

**BILINGUAL TEACHER AIDES** *Jul. 1966*  
SN (Scope Note Added) Teacher aides who can communicate effectively in more than one language

**BILINGUAL TEACHERS** *Jul. 1966*  
SN (Scope Note Added) Teachers who can communicate effectively in more than one language

**Career Maturity**  
USE VOCATIONAL MATURITY

**CATALOGS** *Jul. 1966*  
(Reinstated June 1980)  
SN (note: use a more specific term if possible—see also "Reference Materials" hierarchy for more precise terminology)

**Child Centered Curriculum**  
USE STUDENT CENTERED CURRICULUM

**Clinic Personnel (School) (1966 1980)** *Jun. 1980*  
SN Invalid Descriptor—see preferred Descriptors "Allied Health Personnel" and "School Health Services" (note: postings will be transferred to the preferred terms in a forthcoming computer tape update)

**COLLECTIVE BARGAINING** *Jul. 1966*  
SN (Scope Note Added) Negotiation on wages, hours, and other conditions of employment between an organization and its employees as represented by a union or an employee association

**COLLEGE SECOND LANGUAGE PROGRAMS** *Mar. 1980*  
SN (Scope Note Added) (note: prior to Mar80, this concept was indexed under "College Language Programs")

**COMMUNICATION RESEARCH** *Sep. 1980*  
SN Investigation into the nature and function of human communication, both verbal and nonverbal, in one-to-one or group settings (note: do not confuse with "Language Research")

**Compulsory Attendance**  
USE COMPULSORY EDUCATION

**Computer Assisted Learning**  
USE COMPUTER ASSISTED INSTRUCTION

**Congresswomen**  
USE LEGISLATORS

**Continuation Education (1968 1980)** *Jun. 1980*  
SN Invalid Descriptor—scoped to refer to instruction for potential learners who have rejected conventional schooling, but used indiscriminately for "Continuing Education"—see "Continuation Students"

**CONTINUATION STUDENTS** *Jul. 1966*  
SN (Scope Note Changed) Students enrolled in special continuation education programs—continuation education enables youth and adults who have previously dropped out of or otherwise rejected conventional schooling to complete their formal education (note: prior to Jun80, "Continuation Education" was also used to index this concept)

**CONTROVERSIAL ISSUES (COURSE CONTENT)** *Oct. 1980*  
SN Matters of public concern and controversy that are taught, often through discussion, in social studies, current events, science, and other classes (note: for the issues themselves, as opposed to teaching about them, use more precise terms)

**Counting**  
USE COMPUTATION

**Course Withdrawal**  
USE WITHDRAWAL (EDUCATION)

**COURT JUDGES** *Aug. 1980*  
SN Public officials authorized to hear and decide cases in courts of law  
UF Magistrates

**COURT REPORTERS** *Jul. 1966*  
(Reinstated June 1980)  
SN Workers involved in the recording (by stenotype) and transcription of legal proceedings

**Craftsmen (Del Apr81)**  
USE CRAFT WORKERS

**CRAFT WORKERS** *Apr. 1981*  
UF Artisans

**CREATIONISM** *May 1981*  
SN Theory or belief that the universe and various forms of life were created by a transcendent God out of nothing—also, the theological doctrine that God creates a new human soul for each individual born  
UF Scientific Creationism  
Special Creation Theory

**CRITICAL PATH METHOD** *Jul. 1966*  
SN (Scope Note Changed) Technique used to coordinate and schedule the sequential activities of a project to complete it as efficiently and quickly as possible (note: see also the Identifier "Program Evaluation and Review Technique"—prior to Mar80, instruction "Path Analysis, use Critical Path Method" was carried in the Thesaurus)

**Data Bases (Del Apr81)**  
USE DATABASES

**DATABASES** *Apr. 1981*  
SN Collection of information items that are organized and stored in machine-readable records and which are accessible and manipulable by computer through designated elements in the records  
UF Data Banks

**DAY CARE CENTERS** *Mar. 1980*  
SN (Scope Note Changed) Professionally run facilities that care for groups of children on a partial or full day basis (note: prior to Mar80, the instruction "Day Care Centers, use Day Care Services" was carried in the Thesaurus)

**Debate Judges**  
USE JUDGES

**DEINSTITUTIONALIZATION (OF DISABLED)**

Aug. 1980  
SN Processes and services that enable disabled persons to live outside of the confines of asylums, nursing homes, and other residential institutions

**DESIGN REQUIREMENTS**

Mar. 1980  
SN (Scope Note Changed) Specifications that must be met for the designs of facilities or objects in order to satisfy the physical or psychological needs of users

**DIALECTS**

Jul. 1966  
SN (Scope Note Added) Special varieties within a language distinguished by differences in vocabulary, pronunciation, and grammar but not sufficiently different to be regarded as separate languages

**DIFFUSION**

Jul. 1966  
SN (Scope Note Changed) Process by which an idea gets from its source or origin to its place of ultimate use [note: prior to Mar80, the use of this term was not restricted by a Scope Note—for the diffusion of humans, use "Population Distribution"—for chemical, molecular, etc. diffusion, use the Identifier "Diffusion (Natural Sciences)"]

**Drill Press Operators**

USE MACHINE TOOL OPERATORS

**Early School Leavers**

USE DROPOUTS

**EDUCATIONAL FACILITIES PLANNING**

Mar. 1980  
SN (Scope Note Changed) Planning the facilities and grounds of educational institutions [note: prior to Mar80, this concept was indexed under "School Planning"]

**Education Departments (School)**

USE SCHOOLS OF EDUCATION

**EDUCATIONAL MALPRACTICE**

Oct. 1980  
SN Wrongful or negligent acts on the part of teachers or schools that result (or may result) in student detriments, especially including the failure of students to learn  
UF Academic Malpractice

**Educational Quality Assessment**

USE EDUCATIONAL ASSESSMENT; EDUCATIONAL QUALITY

**Energy Education (Conservation)**

USE CONSERVATION EDUCATION; ENERGY CONSERVATION

**Enunciation Improvement (1966 1980)**

USE ARTICULATION (SPEECH); SPEECH IMPROVEMENT

**EPISTEMOLOGY**

Oct. 1980  
SN The study of how knowledge is acquired  
UF Cognitive Theory

**ETHNIC DISCRIMINATION**

Mar. 1980  
SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of ethnic origins [note: do not confuse with "Ethnic Bias"]

**EXPERIMENTAL SCHOOLS**

Jul. 1966  
SN (Scope Note Added) Schools in which new teaching methods, new organizations of subject matter, personnel practices, and advanced educational theories and hypotheses are tested

**FACULTY MOBILITY**

Jul. 1966  
SN (Scope Note Added) [note: if possible, use the more precise term "Teacher Transfer"]

**FINANCIAL AID APPLICANTS**

Mar. 1980  
SN (Scope Note Changed) Individuals requesting financial support

**Financial Management**

USE MONEY MANAGEMENT

**Fles Guides (1967 1980)**

USE FLES  
(note: former postings will also carry "Curriculum Guides" in a forthcoming computer tape update)

**Flexible Schedules (1967 1980)**

Jun. 1980  
SN Invalid Descriptor—used inconsistently in indexing for both school and job schedules—see "Flexible

Scheduling" and "Flexible Working Hours" respectively for those concepts

**FREE EDUCATION**

Oct. 1980  
SN Education that does not require the payment of tuition [note: do not confuse with "Free Schools"]

**FREE SCHOOLS**

Mar. 1980  
SN (Scope Note Changed) Alternative schools offering a completely voluntaristic framework, including an unstructured curriculum and a spontaneous learning environment—students are free to select what to learn, with whom, when, and how—grades, competition, and comparisons between individuals are discarded [note: do not confuse with "Free Education" or "Freedom Schools"]

**Freshmen (1967 1980) (First Year College Students)**

USE COLLEGE FRESHMEN

**Freshmen (1967 1980) (Grade 9)**

USE HIGH SCHOOL FRESHMEN

**FTE**

USE FULL TIME EQUIVALENCY

**Geographic Mobility (Del Jun80)**

USE MIGRATION

**GERIATRICS**

Aug. 1968  
SN (Scope Note Changed) Branch of medicine dealing with the physiology and pathology of old age

**Grant Proposals**

USE GRANTS; PROGRAM PROPOSALS

**GREEK AMERICANS**

Oct. 1980

**GROUP HOMES**

Aug. 1980  
SN Nonconfining residential facilities providing professional supervision in a group living arrangement for either adults or juveniles, usually those who are unable to function independently—intended to reproduce as closely as possible the circumstances of family life, and at minimum providing access to community activities and resources [note: do not confuse with "Personal Care Homes"]

**HAITIANS**

Oct. 1980  
SN Peoples of Haiti or Haitian descent

**Halfway Houses**

USE GROUP HOMES; REHABILITATION CENTERS

**HANDICRAFTS**

Jul. 1966  
SN (Scope Note Added) Creative activities of making articles by hand, often with the aid of simple tools or machines—also, the handiworks resulting from such activities

**HEALTH EDUCATION**

Jul. 1966  
SN (Scope Note Added) Educational activities that promote understanding, attitudes, and practices consistent with individual, family, and community health needs [note: for study and training in the health/health-related occupations, use "Medical Education" or "Allied Health Occupations Education"]

**HIGH INTEREST LOW VOCABULARY BOOKS**

Jul. 1966  
SN (Scope Note Added) Books designed to interest learners whose reading abilities are below age or grade level

**HOSPITAL SCHOOLS**

Jul. 1966  
SN (Scope Note Changed) Schools in hospitals for formal instruction of hospitalized children [note: do not confuse with "Teaching Hospitals" or "Patient Education"—prior to Oct79, this term was not scoped]

**Illiterate Adults (1966 1980)**

USE ADULT LITERACY; ILLITERACY

**INDIVIDUALIZED EDUCATION PROGRAMS**

Oct. 1980  
SN Educational programs for handicapped children, each geared to the needs of an individual child and conducted in accordance with a written plan agreed on between school officials and the child's parents—required by Federal law (i.e., the "Education for All Handicapped Children Act") to provide all school-age handicapped children with a free and appropriate education

**Inequalities (1970 1980)**

Jun. 1980  
SN Invalid Descriptor—used inconsistently in indexing—for mathematical inequalities, use "Inequality (Mathematics)"—for educational inequalities, use "Equal Education"—for social and economic inequalities, see "Disadvantaged" or Descriptors relating to social, race, sex, or ethnic bias or discrimination

**INEQUALITY (MATHEMATICS)**

Mar. 1980  
SN (Scope Note Changed) Mathematical expression or proposition concerning the difference in size between two quantities [note: for educational or socio-economic inequality, refer to Scope Note of "Inequalities (1970 1980)"]

**Information and Referral Services**

USE INFORMATION SERVICES; REFERRAL

**Interest Centers (Classroom)**

USE LEARNING CENTERS (CLASSROOM)

**INTERLANGUAGE**

Jul. 1980  
SN A learner's systematic, internally structured, and autonomous version of a target language—this system evolves, is governed by rules, and defines the developing linguistic competence of the learner  
UF Approximative Systems (Language Learning)

**Job Conditions**

USE WORK ENVIRONMENT

**Job Restructuring**

USE JOB DEVELOPMENT

**JUDGES**

Mar. 1980  
SN (Scope Note Changed) Persons selected or appointed to decide in competitions or contests [note: if possible, use the more specific term "Court Judges"]

**LABORATORY ANIMALS**

Aug. 1980

**Laboratory Techniques (1967 1980)**

Jun. 1980  
SN Invalid Descriptor—used inconsistently in indexing—use "Laboratory Training" for human relations laboratory techniques—otherwise, use "Laboratory Procedures"

**LANGUAGE ACQUISITION**

Mar. 1980  
SN (Scope Note Changed) Development in the individual of his/her native language [note: do not use for "Second Language Learning"—prior to Mar80, the Thesaurus carried the instruction "Language Acquisition, use Language Development"—"Language Development" did not carry a Scope Note]

**Language Aids (1966 1980)**

Jun. 1980  
SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Educational Media"

**Language Guides (1966 1980)**

Jun. 1980  
SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Curriculum Guides," "Dictionaries," etc.

**LANGUAGE RESEARCH**

Jul. 1966  
SN (Scope Note Added) Research in linguistics [note: do not confuse with "Communication Research"]

**LATE REGISTRATION**

Aug. 1980  
SN Enrolling after the school semester, quarter, etc. has begun [note: for the age of students when they enter school, see "School Entrance Age"]

**Late School Entrance (Del Jun80)**

USE LATE REGISTRATION

**Learning Stations (Classroom)**

USE LEARNING CENTERS (CLASSROOM)

**LEAST SQUARES STATISTICS**

Oct. 1980  
SN Statistics that are designed to provide estimates that minimize the probability of large errors by minimizing the sum of squared errors (the "least squares method" fits a curve to a given set of data such that the sum of the squares of the distances from each point of the data to the fitted curve is a minimum)

**Library Orientation**

USE LIBRARY INSTRUCTION

**Life Span Education**

USE LIFELONG LEARNING



**LINKING AGENTS**

**SN** (Scope Note Added) Individuals or groups who attempt change by connecting knowledge and related resources to practitioners—the linker's role often includes providing necessary support for adoption/adaptation of new ideas or developments

**LITERACY**

**SN** (Scope Note Added) Ability to read and write—also, communication with written or printed symbols (i.e., reading and writing)

**Literature Surveys**

USE LITERATURE REVIEWS

**Local Education Authorities**

USE SCHOOL DISTRICTS

**LONELINESS**

**SN** Unhappiness caused by a lack of friends or companions

**Machinery Maintenance Workers**

USE MACHINE REPAIRERS

**MALPRACTICE**

**SN** Wrongful or negligent treatment of clients by professional personnel that results (or may result) in damage, injury, or loss (note: coordinate with such Descriptors as "Medical Services," "Psychological Services," etc. as appropriate, or use the more specific Descriptor "Educational Malpractice"—for malpractice of lawyers, court judges, etc., use the Identifier "Legal Malpractice")

**Managers**

USE ADMINISTRATORS

**Maximum Likelihood Factor Analysis**

USE FACTOR ANALYSIS; MAXIMUM LIKELIHOOD STATISTICS

**MAXIMUM LIKELIHOOD STATISTICS**

**SN** Statistics that are designed to provide estimates that maximize the probability of zero, or negligible, error (that is, estimates most likely to be correct)

**MEDICAL RECORD ADMINISTRATORS**

**SN** (Scope Note Changed) Individuals who plan, develop, and administer medical record systems for hospitals, clinics, health centers, etc. (note: for librarians in medical libraries, coordinate "Librarians" and "Medical Libraries"—for librarians who are directly involved in patient care, use the Identifier "Clinical Medical Librarians")

**Medical Record Librarians (1969 1980)**

USE MEDICAL RECORD ADMINISTRATORS

**METACOGNITION**

**SN** Knowledge or beliefs about factors affecting one's own cognitive activities—also, reflection on or monitoring of one's own cognitive processes, such as memory or comprehension

**UF** Meta Knowledge  
Metamemory

**MIGRATION**

**SN** (Scope Note Changed) Demographic movements of individuals or groups

**MINICOURSES**

**SN** (Scope Note Changed) Courses at any educational level that are of relatively short duration (e.g., shorter than a school's regular academic term or session) and intended to achieve certain limited objectives

**MONOLOGS**

**UF** Interior Monologues  
Soliloquies

**Monologues (Del Jun80)**

USE MONOLOGS

**Multiple Discriminant Analysis**

USE DISCRIMINANT ANALYSIS

**NONGRADED INSTRUCTIONAL GROUPING**

**SN** (Scope Note Changed) Grouping students according to such characteristics as academic achievement, mental and physical ability, or emotional development rather than by age or grade level (note: some of

the former "nongraded/ungraded" Descriptors merged with this term were occasionally used to index "Nongraded Student Evaluation")

**NONGRADED STUDENT EVALUATION**

**SN** (Scope Note Changed) Evaluation of student progress or achievement without the use of letter grades or other summary ratings—provides feedback about a student's specific strengths and weaknesses rather than summarizing his/her overall performance (note: some of the former "nongraded/ungraded" Descriptors merged with "Nongraded Instructional Grouping" were occasionally used to index this concept)

**NONINSTRUCTIONAL RESPONSIBILITY**

**SN** (Scope Note Added) Duties assumed by, or assigned to, teachers that are outside of their regular teaching responsibilities (e.g., lunchroom duty, advising, community involvement)

**Nonresident Students (1967 1980) (Foreign)**

USE FOREIGN STUDENTS

**Nonresident Students (1967 1980) (Out of District)**

USE RESIDENCE REQUIREMENTS

**Nonresident Students (1967 1980) (Out of State)**

USE OUT OF STATE STUDENTS

**NOTIONAL FUNCTIONAL SYLLABI**

**SN** Foreign language course curricula based upon the learner's communicative needs and organized according to the content of what is to be communicated rather than the grammatical form of the language or specific situational requirements

**UF** Functional Notional Syllabi

**NUCLEAR ENERGY**

**SN** Power derived from the fission (splitting) of the nuclei of heavy elements such as uranium, or the fusion of light elements such as the hydrogen isotopes deuterium and tritium

**UF** Atomic Energy

**OBESITY**

**SN** Body condition characterized by a disfiguring excess of weight or fat

**UF** Overweight (Excessive Body Fat)

**OBJECT PERMANENCE**

**SN** The knowledge that objects continue to exist even when one is not perceiving them

**UF** Object Concept

**Occupational Adjustment**

USE VOCATIONAL ADJUSTMENT

**OCCUPATIONAL TESTS**

**SN** (Scope Note Changed) Tests designed to predict job performance by recording specific abilities and interests that correspond with those of persons successfully engaging in the particular field of work (note: for occupational interest inventories, use "Interest Inventories")

**ORAL READING**

**SN** (Scope Note Added) The act of reading aloud, often used to develop or test reading skills (note: use "Reading Aloud to Others" when the purpose of oral reading is to inform or entertain a listener or group of listeners)

**Painting (1966 1980) (Artistic)**

USE PAINTING (VISUAL ARTS)

**Painting (1966 1980) (Industrial)**

USE PAINTING (INDUSTRIAL ARTS)

**PERCEPTION**

**SN** (Scope Note Changed) The process of becoming aware of objects, qualities, or relations via the sense organs—involves the reception, processing, and interpretation of sensory impressions (note: use a more specific term if possible—do not confuse with "Attitudes" or "Opinions")

**Performance Criteria (1968 1980)**

**SN** Invalid Descriptor—used inconsistently in indexing—see "Evaluation Criteria" and "Specifications"

**Performance Specifications (1969 1980)**

**SN** Invalid Descriptor—used inconsistently in indexing—see such Descriptors as "Equipment Stan-

dards," "Facility Requirements," and "Performance Factors"

**PHARMACOLOGY**

**SN** The science of the nature and properties of drugs, particularly their actions or effects (note: see also "Pharmacy")

**PHONICS**

**SN** (Scope Note Added) The study of sound-letter relationships in reading and spelling, and the use of this knowledge in recognizing and pronouncing words

**PHYSICAL DISABILITIES**

**SN** (Scope Note Changed) Disorders that result in significantly reduced bodily function, mobility, or endurance (note: avoid misindexing "hearing impairments" or "visual impairments" with this term)

**PHYSICAL MOBILITY**

**SN** (Scope Note Changed) Individual's ability to move within his/her immediate environment (note: for demographic or geographic mobility, use "Migration"—prior to Mar80, "Architectural Barriers" was frequently used to index this concept)

**PICTURE BOOKS**

**SN** Books (usually but not necessarily for children) in which illustrations are essential to the presentation, either coordinated closely with the text or used alone without text

**Plant Biology**

USE BOTANY

**PREREADING EXPERIENCE**

**SN** (Scope Note Added) Preschool incidental learning that prepares children for reading (note: use "Reading Readiness" for formal prereading training—prior to Sep80, the use of this term was not restricted by a Scope Note)

**Pressure (1970 1980)**

**SN** Invalid Descriptor—originally intended as a physical science term but used inconsistently for social pressure, psychological stress, etc., as well as physical pressure—see such Descriptors as "Pressure (Physics)," "Political Influences," "Social Influences," and "Stress Variables"

**Prior Knowledge**

USE PRIOR LEARNING

**PRIVATE FINANCIAL SUPPORT**

**SN** (Scope Note Added) Financial aid received from private sources (note: do not confuse with "Private School Aid")

**PRIVATE SCHOOL AID**

**SN** (Scope Note Changed) Public or private financial support given to private, religious, or other non-public schools, colleges, or universities (note: do not confuse with "Private Financial Support")

**PROFESSIONAL RECOGNITION**

**SN** (Scope Note Added) Expressed or implied acknowledgment of one's professional efforts, qualities, and/or training

**Project Applications (1967 1980)**

**SN** Invalid Descriptor—used inconsistently in indexing—see "Program Proposals" and "Program Descriptions"

**Projects (1966 1980)**

**SN** (Scope Note Changed) Invalid Descriptor—see "Programs" and its hierarchy (i.e., narrower terms "Research Projects," "Pilot Projects," etc.)

**Provincial Aid**

USE STATE AID

**Psychiatric Technicians**

USE PSYCHIATRIC AIDES

**Public Participation**

USE CITIZEN PARTICIPATION

**Punch Press Operators**

USE MACHINE TOOL OPERATORS

**RACIAL DISCRIMINATION**

**SN** (Scope Note Added) Restriction or denial of rights, privileges, and choice because of race (note: do not confuse with "Racial Bias")

**RADIATION EFFECTS**

Aug. 1968

(Reinstated June 1980)

SN Changes in the properties of liquids, gases, and solids caused by radiation (e.g., gamma rays, x-rays, neutrons)

UF Radiation Damage

**Radiobiology**

USE RADIATION BIOLOGY

**READABILITY**

Jul. 1966

SN (Scope Note Changed) The quality of reading matter that makes it interesting and understandable to those for whom it is written (note: prior to Jun80, "Reading Difficulty" and "Reading Level" were occasionally used to index this concept)

**READING ACHIEVEMENT**

Jul. 1966

SN (Scope Note Changed) Level of attainment in any or all reading skills, usually estimated by performance on a test (note: prior to Jun80, "Reading Level" was occasionally used to index this concept)

**READING ALOUD TO OTHERS**

Sep. 1980

SN Reading aloud for the sake of the listener's well-being (e.g., to inform or entertain the listener or audience, to develop his/her appreciation of literature or reading readiness, etc.) (note: use "Oral Reading" when the purpose of reading aloud is to develop or diagnose the reader's language skills)

**READING DIFFICULTIES**

Mar. 1980

SN (Scope Note Changed) Problems in reading, caused either by disabilities associated with psychological processes or by such factors as physical or sensory handicaps, cultural background, low ability, etc. (note: do not use for "Readability"—the previous term "Reading Difficulty" was not scoped and was often confused with "Readability")

**Reading Difficulty (1966 1980)**

Jun. 1980

SN Invalid Descriptor—used for both the reading problems of students and the reading level of materials—see "Reading Difficulties" and "Readability" respectively for these concepts

**READING FAILURE**

Jul. 1966

SN (Scope Note Added) Lack of achievement or accomplishment in reading

**Reading Level (1966 1980)**

Jun. 1980

SN Invalid Descriptor—used for both the reading level of people and the readability level of materials—see "Reading Achievement" and "Readability" respectively for these concepts

**READING READINESS**

Jul. 1966

SN (Scope Note Added) Act of preparing, or degree of preparedness, for formal reading instruction or any other reading activity or task

**RESEARCH AND INSTRUCTION UNITS**

Jul. 1966

SN (Scope Note Changed) Organizational units of local schools or school districts that are concerned with the improvement of teaching methods

**Referral Services (Community)**

USE COMMUNITY INFORMATION SERVICES; REFERRAL

**RELEASED TIME**

Jul. 1966

SN (Scope Note Changed) Time granted to students, employees, or institutionalized persons to pursue special activities

**RELIGIOUS EDUCATION**

Jul. 1966

SN (Scope Note Changed) Instruction in religion at any level not leading to a degree in theology (note: prior to Mar80, this term was not restricted by Note—for formal education for careers in religion, including the clergy, use "Theological Education")

**Research Apprenticeships (Del Jan81)**

USE RESEARCH ASSISTANTS

**RESEARCH ASSISTANTS**

Oct. 1980

**RESEARCH DESIGN**

Jul. 1966

SN (Scope Note Changed) The underlying plan or organization of a research project or study that determines its scope and approach—also, the process of planning and organizing research activities (note: for documents/articles dealing with research methods or experimental procedures, use "Research Methodology")

**RESEARCH METHODOLOGY**

Jul. 1966

SN (Scope Note Changed) Procedures used in making systematic observations or otherwise obtaining data, evidence, or information as part of a research project or study (note: do not confuse with "Research Design," which refers to the planning and organization of such procedures)

**RESEARCH NEEDS**

Jul. 1966

SN (Scope Note Changed) Questions or problems that require research (note: prior to Mar80, the use of this term was not restricted by a Scope Note—see also "Research Methodology," "Research Opportunities," and "Research Problems")

**Research Programs**

USE RESEARCH PROJECTS

**RESEARCH PROJECTS**

Jul. 1966

SN (Scope Note Added) [note: coordinate with another term for specificity (e.g., another program/project term in the "Programs" hierarchy)]

**Resident Students (1967 1980) (In District)**

USE RESIDENCE REQUIREMENTS

**Resident Students (1967 1980) (In State)**

USE IN STATE STUDENTS

**Retention (of Employees)**

USE LABOR TURNOVER

**RETENTION (PSYCHOLOGY)**

Mar. 1980

SN (Scope Note Changed) That aspect of memory that involves either short- or long-term holding of information (note: prior to Jun80, "Retention Studies" was also used to index this concept—for the concept of "retention of personnel, teachers, students, etc." see such Descriptors as "Employment Practices," "Teacher Persistence," and "School Holding Power")

**Retention Studies (1966 1980)**

Jun. 1980

SN Invalid Descriptor—see preferred Descriptor "Retention (Psychology)" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

**Rural Dropouts (Del Mar81)**

USE DROPOUTS

**Satellite Laboratories (1966 1980)**

USE SATELLITES (AEROSPACE)

**SATELLITES (AEROSPACE)**

Mar. 1980

SN (Scope Note Added) (note: if applicable, use the more specific term "Communications Satellites")

**SCHOOL HEALTH SERVICES**

Jul. 1966

SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"]

**SCHOOL ORGANIZATION**

Jul. 1966

SN (Scope Note Added) (note: do not confuse with "School District Reorganization")

**School Planning (1966 1980)**

Jun. 1980

SN Invalid Descriptor—use "Educational Facilities Planning" or, if appropriate, the broader term "Educational Planning"

**School Renovation**

USE EDUCATIONAL FACILITIES IMPROVEMENT

**SCOPE OF BARGAINING**

Oct. 1980

SN The topics and issues accepted or contested as appropriate for consideration in collective bargaining

**SECOND LANGUAGES**

Jul. 1966

SN (Scope Note Changed) Any languages other than one's native or mother tongue, usually learned by formal language instruction (note: prior to Mar80, the instruction "Foreign Languages, use Languages" was carried in the Thesaurus)

**Security (1967 1978)**

Mar. 1978

SN Invalid Descriptor—use a more precise Descriptor such as "Security (Psychology)" or "School Security," or use an Identifier such as "Building Security"

**Self Bias**

USE EGOCENTRISM

**Self Directed Classrooms (1966 1980)**

Jun. 1980

SN Invalid Descriptor—used inconsistently in indexing—see the more precise Descriptors "Open Education," "Independent Study," "Individualized Instruction," and "Student Projects"

**Seniors (1966 1980) (Grade 12)**

USE HIGH SCHOOL SENIORS

**Seniors (1966 1980) (Last Year Undergraduates)**

USE COLLEGE SENIORS

**Skimming (Reading)**

USE SPEED READING

**SOCIAL COGNITION**

Oct. 1980

SN (e.g., communication skills, perspective taking, empathy)

**SOCIAL DISCRIMINATION**

Jul. 1966

SN (Scope Note Added) Unfavorable treatment of individuals or groups on arbitrary grounds (note: do not confuse with various "bias" terms, which refer to prejudicial attitudes that may lead to such treatment)

**Solicitors (Law)**

USE LAWYERS

**Southern States (1966 1980)**

SN [Deleted from Thesaurus file—All postings transferred to Identifier "United States (South)"]

**SPATIAL ABILITY**

Mar. 1981

SN Ability to perceive or solve problems associated with relationships between objects or figures, including position, direction, size, form, and distance (note: prior to mid-1980, this concept was indexed under "Space Orientation" and "Spatial Relationship"—do not confuse with "Personal Space")

UF Visuospatial Ability

**Spatial Perception (Del Mar81)**

USE SPATIAL ABILITY

**Special Needs (Individuals)**

USE INDIVIDUAL NEEDS

**SPECIFICATIONS**

Sep. 1968

SN (Scope Note Changed) Detailed written statements of characteristics or requirements (note: use a more specific term if possible)

**Spectators**

USE AUDIENCES

**Spectrograms (1967 1980)**

USE SOUND SPECTROGRAPHS

**Speech Communication Curriculum**

USE SPEECH COMMUNICATION; SPEECH CURRICULUM

**Speech Communication Research**

USE COMMUNICATION RESEARCH; SPEECH COMMUNICATION

**SPEECH HANDICAPS**

Jul. 1966

SN (Scope Note Changed) Defects and disturbances that interfere with oral communication

**STAFF ORIENTATION**

Jul. 1966

SN (Scope Note Added) The process or programs an organization uses to make its personnel aware of policies or duties

**State Planning**

USE STATEWIDE PLANNING

**STATISTICAL DISTRIBUTIONS**

Oct. 1980

SN Tables or graphs of observed, predicted, or theoretical data indicating either the probability or the number of instances to be found along successive intervals of an ordered scale—also, the mathematical functions of distributions

UF Distributions (Statistics)

Frequency Distributions

**Structural Analysis (1966 1980)**

Mar. 1980

SN (Scope Note Changed) Invalid Descriptor intended as a linguistics term but used indiscriminately—see "Structural Analysis (Linguistics)" and "Structural Analysis (Science)"—see also such Descriptors as "Chemical Analysis," "Literary Criticism," and "Group Structure," or such Identifiers as "Cogni-

tive Structures," "Musical Analysis," "Structure of Knowledge," and "Structural Learning"

# **Student Distribution (1966 1980)** *Jun. 1980*

SN Invalid Descriptor—used indiscriminately in indexing—see such Descriptors as "School Demography," "Geographic Distribution," and "Test Norms"

# **Study Release Programs**

USE RELEASED TIME

# **SUMMATIVE EVALUATION** *Jun. 1971*

SN (Scope Note Changed) Evaluation at the conclusion of an activity or plan to determine its effectiveness

# **TEACHER ATTENDANCE** *Jul. 1966*

SN (Scope Note Added) Teachers' presence for classroom and other assigned duties (note: use "Teacher Participation" for attendance at unassigned functions)

# **TEACHER MADE TESTS** *Oct. 1980*

SN Tests and other measures that are planned, assembled, written, or otherwise prepared by teachers for use with particular groups of students (note: for specificity, coordinate with other terms in the "Tests" and "Measures (Individuals)" hierarchies)

# **TEACHER ORIENTATION** *Jul. 1966*

SN (Scope Note Added) The process of acquainting teachers with the policies, rules, traditions, and educational offerings of a school

# **TEACHER PARTICIPATION** *Jul. 1966*

SN (Scope Note Added) (note: use "Teacher Attendance" for presence for teaching assignments)

# **TEACHER PERSISTENCE** *Jul. 1966*

SN (Scope Note Changed) One's active continuance as a teacher by reason of personal choice

# **TEACHER RESPONSE** *Jul. 1966*

SN (Scope Note Changed) Teacher reaction to instructional and/or classroom situations (note: prior to Mar80, the instruction "Teacher Reaction, use Teacher Attitudes" was carried in the Thesaurus)

# **TEACHERS** *Jul. 1966*

SN (Scope Note Added) (note: see "Faculty" for other specific terminology related to "Teachers")

# **TEACHING ASSISTANTS** *Jul. 1966*

SN (Scope Note Changed) Persons, usually graduate students, who assist as instructors at the college level (note: for K-12 assistants, use "Teacher Aides")

# **TEACHING HOSPITALS** *Oct. 1979*

SN (Scope Note Changed) Hospitals where formal medical training takes place, usually affiliated with nursing or medical schools (note: do not confuse with "Hospital Schools" or "Patient Education")

# **Teaching (1966 1980)** *Jun. 1980*

SN Invalid Descriptor—used inconsistently in indexing—see "Instruction," "Teaching (Occupation)," and "Teaching Methods"

# **TELECOURSES** *Jul. 1966*

SN (Scope Note Changed) Sequences of lessons offered over television for credit or auditing purposes (note: for courses on the subject of television, use "Television Curriculum"—prior to Mar80, this term did not carry a Scope Note)

# **Textbook Publications (1966 1980)** *Jun. 1980*

SN Invalid Descriptor—see the more precise Descriptors "Textbooks" and "Textbook Publication"

# **THEOLOGICAL EDUCATION** *Jul. 1966*

SN (Scope Note Changed) Formal education in a higher education institution in preparation for careers in religion, including the clergy (note: prior to Mar80, this term was not restricted by a Scope Note)

# **THRESHOLD LEVEL (LANGUAGES)** *Oct. 1980*

SN The minimum level of foreign language proficiency needed for learners to communicate in most everyday situations, including situations for which they have not been specifically trained—emphasis is on oral skills and listening comprehension—objectives for reading and writing skills are narrowly restricted

# **Tracking (1968 1980)** *Jun. 1980*

SN Invalid Descriptor—used indiscriminately in indexing—see more precise Descriptors "Track System (Education)," "Perceptual Motor Coordination," and "Psychomotor Skills," as well as the Identifier "Tracking (Science)"

# **Trainable Mentally Handicapped (1967 1980)** *Jun. 1980*

SN Invalid Descriptor—see preferred Descriptor "Moderate Mental Retardation" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

# **TRANSFORMATIONS (MATHEMATICS)** *Feb. 1970*

SN (Scope Note Changed) Substitution of one mathematical configuration or expression by another in accord with a mathematical rule

# **Unified Studies Programs (1966 1980)**

USE UNIFIED STUDIES CURRICULUM

# **UNITED STATES HISTORY** *Jul. 1966*

SN (Scope Note Added) (note: prior to Mar80, "American History" was occasionally used for this concept)

# **Urban Dropouts (Del Mar81)**

USE DROPOUTS

# **VERBAL DEVELOPMENT** *Jul. 1966*

SN (Scope Note Added) Growth in ability to use and comprehend words in either oral or written form

# **VICTIMS OF CRIME** *Mar. 1981*

SN Individuals suffering death, physical or mental distress, or loss of property, as the result of an actual or attempted criminal offense committed by another person

# **Village Extension Agents**

USE EXTENSION AGENTS

# **WEIGHT (MASS)** *Oct. 1980*

SN (note: for living organisms, use "Body Weight")

# **Weight (1968 1980)** *Jun. 1980*

SN Invalid Descriptor—used inconsistently in indexing—for inorganic physical objects, use "Weight (Mass)"—for living organisms, use "Body Weight"—for scores, use "Weighted Scores"—for data other than scores, use the Identifier "Weighted Data"

# **WILDLIFE** *Aug. 1980*

SN Animals and/or plants living in a natural (undomesticated or uncultivated) state

# **WOMEN FACULTY** *Sep. 1980*

SN Female academic staff members engaged in instruction, research, administration, or related educational activities

UF Women Professors

# **Women Teachers (Del Jun80)**

USE WOMEN FACULTY

# **WRITING PROCESSES** *Oct. 1980*

SN Series of thoughts and behaviors involved in planning, writing, and/or revising written compositions

UF Composition Processes (Literary)

# **WRITING RESEARCH** *Oct. 1980*



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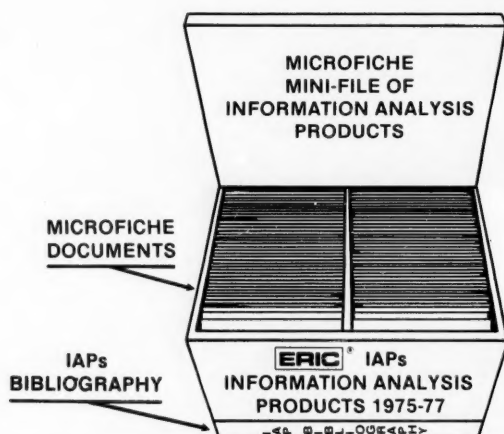


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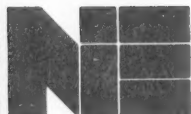
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